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ABSTRACT

Evaluated is a 2 year project in Harrison School District 1, Arkansas, funded through Title III, to develop academic and/music based instructional materials in two resource rooms for learning disabled (LD), educationally disadvantaged, and mentally retarded children; and to integrate art and music with social studies in grades 1 through 6. Reported is participation of 68 teachers and 1,527 geographically isolated students the first year, and 315 teachers and 1,836 students the second year. Included with the description of the component involving art and music integration in classrooms and special classes are grade level objectives, information on teacher developed instructional materials, test results, and data on inservice teaching, followup supervision, and materials furnished teachers from a media center. The component dealing with identification of LD children's needs in sensory-motor integration and perceptual motor areas is described, and included are academic and behavioral objectives, examples of anecdotal records kept for children, test results, and descriptions of inservice teacher education. Reported are some of the resulting major changes: retention of one LD resource room (funds were insufficient for two); teacher awareness of personal prejudices toward LD areas which led to deemphasizing instructional materials and emphasizing prescreening tools; LD children's remediation through individualized programs with a resulting average gain of two grade levels in LD areas; and the community's flourishing interest in cultural and educational activities as a result of student, teacher, administrator, and parent promotion of art and music programs in the schools. (For related information see EC 052 417). (MC)

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PROJECT EVALUATION REPORT:

A CUMULATIVE REPORT

FOR FY 1971-1972

HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER

HARRISON SCHOOL DISTRICT NO. 1

HARRISON, ARKANSAS 72601

EC 052 416

ED 081132

HARRISON EDUCATIONAL
RESEARCH AND DEVELOPMENT CENTER
HARRISON SCHOOL DISTRICT NO. 1
HARRISON, ARKANSAS 72601

END OF PROJECT PERIOD
EVALUATION REPORT
ESEA, TITLE III

PROJECT NUMBER
13-70-0006-0
July 1, 1971-June 30, 1972

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Submitted to
Arkansas State Department of Education
under Title III of the
Elementary and Secondary Education Act of 1965
August 15, 1972

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Educational Research and Development Center

HARRISON, ARKANSAS 72601

DR. CLARENCE R. WILLIAMS, DIRECTOR
MISS CAROLYN HOFMANN, ART SUPERVISOR
DR. KATALA ANN WILLIAMS, MUSIC SUPERVISOR

August 15, 1972

Mr. Fay Bohannon
State Coordinator of Title III, ESEA
Arkansas Department of Education
Arch Ford Education Building
Little Rock, Arkansas 72201

Dear Mr. Bohannon:

This Evaluation Report encompasses a two-year operational period and is submitted as a supplement to the End of Project Period Report. Also included with this report, but bound separately, is our record of quantitative Distribution of Equipment and Inservice Training, and our catalog of Professional Library Holdings in Special Education, Learning Disabilities, and General Education.

A general summary of evaluation is included with the End of Project Period Report.

A few additional copies of all of this year's reports are available for dissemination.

Thank you for your help.

Sincerely yours,

Clarence Williams
Director

CW:jc

PART I

STATISTICAL

PART II

NARRATIVE

PART II. NARRATIVE INFORMATION

INTRODUCTION

Project Description

Harrison Educational Research and Development Center, a project for development of instructional materials for children with specific learning disabilities and integration of art and music with the social studies, Dr. Clarence R. Williams, Project Director, Educational Research and Development Center, School Administration Building, Harrison School District, Harrison, Arkansas, 72601. Funding: Fiscal Year 1971, \$95,000; FY 1972, \$95,000. Participants in Fiscal Year 1971: 68 teachers and 1,527 geographically isolated students in grades 1-6. Participants in Fiscal Year 1972: 315 teachers and 1,836 geographically isolated students. Project Number: 13-70-0006-0.

This project was comprised of three major components, linked together by the common element of fine arts.

One component was aimed at carrying out research tasks to discover some of the educational needs of children with specific learning disabilities in the areas of sensory-motor integration and perceptual-motor skills. Project effort was directed toward discovering needs in areas that were not being adequately served by existing instructional materials. After a need was identified, instructional materials were then developed, using music and art, where appropriate, as the subject matter base. Art was used in helping children to overcome visual-motor disabilities, and music tasks were used with children who had difficulty with auditory perception, while providing auditory and motor reinforcement in other areas of learning.

Each newly-devised item of instructional materials was given a trial period in two SLD resource rooms and with other appropriate groups for the purpose of evaluating its use and making necessary changes.

Other activities which involved special education included inservice training and instructional materials adaptation and development for educable mentally retarded children (grades 1-9) and for educationally disadvantaged children (grades 1-6).

The dissemination effort involved assisting schools outside the project area in planning and initiating programs in special education.

The second project component was focused on the integration of art and music with the social studies in self-contained classrooms. This effort was supported by inservice training and follow-up supervision, while each participating teacher was furnished all equipment and expendable supplies needed to establish these curriculum-enriching methods as permanent practice. This component was a carry-over from a previous project in which 26 school districts in six other counties successfully adopted and continue to support similar instructional programs. A supporting media center, developed through that project is still intact and serving the present effort.

The third component is a pilot project in the integration of language arts with the fine arts, social studies, and career awareness in one fifth grade classroom, using the study unit approach.

All project components incorporated service for participating teachers, and all project activities were designed so as to bring about permanent change in curricula and instructional practices while directly serving the educational needs of students.

The sponsoring school district has relied heavily on the cooperation of the project staff, participating agencies, parents, teachers, consultation teams, the local advisory board, and resource persons in the conception and execution of the project plan.

Goals and Objectives

The goals and objectives of this project have been stated in terms of desired behavioral change among participating students and teachers. These objectives may be found in the Operation Grant Proposal for FY 1971, pp. 15-23. They are also re-stated in Part II of this evaluation report, where evaluative outcomes covering two years of operation effort are shown in direct relationship to each stated objective.

Evaluation Techniques

The Operation Grant Proposal for this Project (FY 1971) contains an evaluation design, describing the groups to be tested and the test instruments to be used. This design and its accompanying schedule was followed as closely as was practicable. In cases of minor deviation from the planned design, explanation is given along with the outcomes in Part II of this report.

HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER: ACTIVITIES AND SERVICES

ACTIVITIES AND SERVICES	INSERVICE TRAINING				SUPERVISION			RESEARCH AND DEVELOPMENT			SERVICES				ADMINISTRATION			
	SUBJECT AREAS	ART	MUSIC	LIBRARY	SLD	ART	MUSIC	SLD	ART	MUSIC	SLD	EVALUATION AND DISSEMINATION	MEDIA CENTER	DISTRIBUTION OF EQUIPMENT AND SUPPLIES	SLD SCREENING	NEEDS ASSESSMENT AND PLANNING	BUDGET PLANNING	OTHER ADMINISTRATION FUNCTIONS
PARTICIPANTS																		
SLD RESOURCE ROOMS					X	X	X	X	X	X	X	X	X	X	X			
EMR CLASSROOMS		X	X			X	X	X	X	X	X	X	X	X	X			
TITLE I CLASSROOMS					X	X	X	X	X	X	X	X	X	X	X			
REGULAR CLASSROOMS OF MADISON COUNTY		X	X			X	X	X	X	X		X	X	X				
LIBRARIES				X								X	X	X				
CLASSROOMS SERVED BY RESOURCE ROOMS					X							X	X		X			
OTHER CLASSROOMS												X	X		X			
ADMINISTRATIVE STAFF																X	X	X
ADVISORY BOARD																X		X
SUPERINTENDENT, SPONSORING LEA																X	X	X

A. Objectives, Activities, and Evaluation Results

1. ART AND MUSIC

GOAL IA. To establish and support art and music instructional programs in elementary classrooms (grades 1-6) of participating schools within the project area where such programs do not presently exist.

BEHAVIORAL OBJECTIVES

Cognitive Domain

Objective IA-1. Students will be able to display a knowledge and comprehension of the basic concepts in art and music as measured by teacher-made tests.

Objective IA-2. Students will be able to display a knowledge of music and art history as measured by teacher-made tests.

Elementary students, grades 1-6, of Huntsville, St. Paul, and Kingston comprised the target population for all objectives under Goal IA. In order to achieve these objectives, the following activities were carried out:

1. Inservice training in art and music for elementary classroom teachers.
2. Follow-up demonstration teaching in the classrooms of participating teachers. This was done by the art and music supervisors at the request of the teacher.
3. Instructional programs in art and music were initiated. These were conducted by the classroom teacher under the guidance of supervisors.

4. Classroom supervisory visitation to classrooms where instructional programs had been initiated.

5. Evaluation

IA-1 and IA-2 in Art. Evaluative results showed the following cognitive gains in art:

Students who were tested for achievement in knowledge of basic concepts in art over a two-year period showed an average gain of 19 points on a 55-point test for a gain of 35 percent. (See Table I.)

A test entitled Survey of Artists was administered to the students of six classrooms in February, 1971, and again in May. The scores on both tests were very low, but the average gain over-all was 11 percent. The same test was administered again as a post-test in the Spring of 1972. All available students who took the pre-test were post-tested, and the average gains are shown in Table II. The over-all average gain over a two-year period was 34 percent. The average two-year gain made by a sample of 43 students in points was 2.12 out of a possible score of 10, for an average gain of 21.20 percent. (See Table III.)

TABLE I
(OBJECTIVE I A-1)

STUDENT KNOWLEDGE OF BASIC CONCEPTS IN ART
AS DISPLAYED THROUGH ART WORKS
WATSON ELEMENTARY SCHOOL
HUNTSVILLE, FALL, 1970 - SPRING, 1972

SAMPLE CLASSROOMS	FALL, 1970												SPRING, 1971												GAIN			NUMBER OF STUDENTS WHO WERE				
	RATING ON CONCEPTS MEASURED											SCORES			RATING ON CONCEPTS MEASURED														SCORES			
	Color	Line	Texture	Space	Mass	Movement	Balance	Contrast	Shape	2 Dim.	3 Dim.	SCORE IN POINTS	POSSIBLE SCORE	PERCENTAGE SCORE	Color	Line	Texture	Space	Mass	Movement	Balance	Contrast	Shape	2 Dim.	3 Dim.	SCORE IN POINTS	POSSIBLE SCORE		PERCENTAGE SCORE	POINTS GAINED	PERCENTAGE SCORE GAINED	
A	1	1	1	1	1	1	1	1	1	1	1	11	55	20	3	2	3	1	3	1	1	3	3	3	2	25	55	45	14	25		
B	1	1	1	1	1	1	1	1	1	1	1	11	55	20	4	3	3	3	4	2	2	3	3	3	4	34	55	62	23	42		
C	1	1	1	1	1	1	1	1	1	1	1	11	55	20	4	3	4	1	3	3	1	4	3	4	3	33	55	60	22	40	7	
D																															3	
E																															5	
F																															4	
G																															3	
H																															4	
AVERAGES												11	55	20	AVERAGES												31	55	56	20	36	

The above ratings were based on specific crayon drawings and other classroom activities.

*TOTAL GAIN is the difference between ratings of Fall, 1970, and Spring, 1972.

TABLE I
(OBJECTIVE I A-1)

STUDENT KNOWLEDGE OF BASIC CONCEPTS IN ART
AS DISPLAYED THROUGH ART WORKS
WATSON ELEMENTARY SCHOOL
HUNTSVILLE, FALL, 1970 - SPRING, 1972

SPRING, 1971										GAIN		SPRING, 1972													TOTAL GAIN*					
RATING ON PTS MEASURED						SCORES						NUMBER OF STUDENTS WHO WERE PRE-TESTED FY 1971	RATING ON CONCEPTS MEASURED							SCORES										
Mass	Movement	Balance	Contrast	Shape	2 Dim.	3 Dim.	SCORE IN POINTS	POSSIBLE SCORE	PERCENTAGE SCORE	POINTS GAINED	PERCENTAGE SCORE GAINED		Color	Line	Texture	Space	Mass	Movement	Balance	Contrast	Shape	2 Dim.	3 Dim.	SCORE IN POINTS	POSSIBLE SCORE	PERCENTAGE SCORE	POINTS GAINED	PERCENTAGE SCORE GAINED		
3	1	1	3	3	3	2	25	55	45	14	25																			
4	2	2	3	3	3	4	34	55	62	23	42																			
3	3	1	4	3	4	3	33	55	60	22	40	7	3	3	4	3	3	3	4	3	5	5	3	39	55	71	28	51		
												3	2	2	3	2	3	2	3	2	2	1	2	24	55	44	13	24		
												5	2	3	2	3	2	4	3	2	2	3	2	28	55	51	17	31		
												4	2	3	2	2	3	3	3	2	3	3	-	26	55	47	15	27		
												3	3	3	3	3	4	3	2	3	3	2	32	55	58	21	38			
												4	4	3	2	3	2	3	4	3	3	3	3	33	55	60	22	40		
AVERAGES							31	55	56	20	36	AVERAGES														30	55	55	19	35

drawings and other classroom activities.
Fall, 1970, and Spring, 1972.

TABLE II
(OBJECTIVE IA-2)

AVERAGE STUDENT SCORES ON SURVEY OF ARTISTS
In Achievement Test in Art History

CLASSROOM	AVERAGE POSSIBLE SCORE	PRE-TEST FEBRUARY, 1971		TEST MAY, 1971		GAIN		NUMBER OF STUDENTS PRE-TESTED 1971	POST-TEST SPRING, 1972	
		AVERAGE SCORE	AVERAGE PERCENTAGE SCORE	AVERAGE SCORE	AVERAGE PERCENTAGE SCORE	AVERAGE POINTS GAINED	AVERAGE PERCENTAGE SCORE GAIN		AVERAGE SCORE	AVERAGE PERCENTAGE SCORE
A	10	1.36	14	1.89	19	.51	5		3.90	39.00
B	10	.62	6	1.78	18	1.16	12	5	3.00	30.00
C	10	.28	3	2.22	22	1.94	19	3	6.66	66.66
D	10	2.42	24	4.53	45	2.11	21	8	3.13	31.30
E	10	.33	3	.36	4	.03	7	-	-	-
F	10	3.33	33	3.68	37	.35	4	-	-	-
G	10							2	4.00	40.00
H	10							9	2.89	28.90
I	10							3	1.00	10.00
J	10							7	2.71	27.10
K	10							6	3.33	33.30
AVERAGES	10	1.28	12.83	2.41	24.16	1.02	11	43	3.40	34.02

TABLE III
TWO-YEAR GAIN MADE BY A SAMPLE OF 43 STUDENTS
ON "SURVEY OF ARTISTS"

In Achievement Test in Art History
Watson Elementary, Huntsville

ALL STUDENTS AVERAGE SCORE FALL, 1970	ALL STUDENTS AVERAGE SCORE SPRING, 1971	TWO-YEAR STUDENTS (Sample of 43) AVERAGE SCORE SPRING, 1972	AVERAGE GAIN FOR 2-YEAR STUDENTS OVER AVERAGE SCORE OF ALL STUDENTS ON PRE-TEST
POSSIBLE SCORE	POSSIBLE SCORE	POSSIBLE SCORE	PERCENT GAIN OVER-ALL
1.28	2.41	3.40	
AVERAGE SCORE	AVERAGE SCORE	AVERAGE SCORE	AVERAGE PERCENTAGE SCORE
12.83	24.16	34.02	
10	10	10	21.20

I-1, Music

Students were able to display a knowledge and comprehension of basic concepts in music as shown by demonstration and observed by the teacher and supervisor.

On pre-test, students in the first grade experimental group were unfamiliar with terms used in expressing basic concepts. Average pre-test score was 1.25. On the post-test, students made the following average scores on a scale of 1-5, with 5 as highest: fast-slow, 4.60; even-uneven, 3.35; high-low, 4.15; loud-soft, 4.20. The overall average score was 4.07 on a scale of 1-5 with 5 as highest.

Activities which were used in instructing these students were based largely on body movement in response to rhythmic patterns. The concepts of fast-slow and even-uneven were first introduced by patterns played on a tone block. Following this, recordings of orchestral music were used to initiate the response. Children were also taught the concepts of high-low and loud-soft through body movement and gesture. Songs from "Making Music Your Own" and a variety of orchestral music were used.

The first grade control group demonstrated the same lack of knowledge and comprehension of these basic concepts on post-test as had been shown on pre-test.

The Colwell Elementary Music Achievement Test was administered as a post-test to a fifth grade class (K-G) which had taken this test one year earlier. The pre-test score for this class was 36.7, and the post-test score was 39.4. There was a gain of 2.7 points or 7 percent.

The relatively small gain which this group of students made was probably due to the fact that most of the activity in this class was made up of singing, with little emphasis on instruction in basic concepts.

IP-2, Music

Students were able to display an increase in knowledge of music history and appreciation as measured by a HERDC test. Classes which were tested during the first year were not available during the second year; therefore, another group was chosen.

A HERDC Music Achievement test was administered to class H-H, (third grade students) as a pre-and post-test three months apart. The average pre-test score of all students was 10.7 and the average post-test score was 20.9 of a possible 26 points. Percentage gain was 105.1 percent. This may be compared with last year's experimental classes (fourth and fifth grade students) who showed a 25 percent gain between pre-and post-tests. (See Table IV.)

Activities used in teaching music history and appreciation to these students included extensive use of filmstrips, recordings and books. Bulletin boards were utilized as a means of focusing the students' attention on particular phases of study in progress. The approach to instruction was done by the unit method in which the students were active participants.

TABLE IV
(OBJECTIVE I A-1)

AVERAGE TEST SCORES MADE
BY FIRST GRADE STUDENTS ON
PRE-AND POST-TESTS ON
BASIC MUSIC CONCEPTS

BASIC CONCEPT	PRE-TEST	POST-TEST
FAST-SLOW	1.73	4.60
EVEN-UNEVEN	1.05	3.35
HIGH-LOW	1.10	4.15
LOUD-SOFT	1.15	4.20
AVERAGE	1.25	4.07
AVERAGE GAIN	226 PERCENT	

Summary, IA-1 and IA-2 in Music. First grade students who were tested for achievement in knowledge and comprehension of basic concepts in music (Objective IA-1) showed an average gain in one year (1971-72) from 1.25 to 4.07 on a rating scale of 1 to 5. The average percentage gain for this group was 225.6 percent.

Fifth grade students who were given the Colwell Elementary Music Achievement Test in the Spring of 1971 showed a pre-test average score of 36.7 and, one year later, a post-test score of 39.4. There was a gain of 2.7 points or 7 percent.

During the first year of this project the cognitive gain in music history and appreciation (Objective IA-2) among fourth and fifth grade students was 25 percent. During the second year third grade students had an average pre-test score of 10.7 and an average post-test score of 20.9 of a possible 26 points for a gain of 105.1 percent.

Affective Domain

Objective IA-3. Students will display positive response to the classroom activities used in carrying out this program of instruction, as measured by teacher-made rating scales.

IA-3, Art

The art supervisor rated student art works in five different media from four classrooms. These ratings were made in relation to the quality of work done by the students in each medium. The classroom teacher rated each medium in relation to student attitudes toward activities carried out in that medium. The teacher and the art supervisor marked these ratings independently without collaboration, monitored by the project director. A correlation coefficient of .9 resulted from the two sets of ratings, indicating that there is a high relationship between art achievement and student attitude toward or pleasure derived from art activities. The average self-rating on attitude toward

art activities as related to five different media was 3.0, out of a possible 5.0, the same as the average rating on achievement given by the instructor and supervisor. (See Table V.)

TABLE V
(OBJECTIVE I A-3)

ART SUPERVISOR'S RANKING OF STUDENT ACHIEVEMENT
IN FOUR CLASSROOMS, COMPARED
WITH TEACHERS' ESTIMATE OF STUDENT MEDIUM PREFERENCE
SCHOOL YEAR 1970-71

CLASSROOM	ACTIVITY (MEDIUM)										COMBINED AVERAGE	
	PAINTING		COLLAGE		CRAYON RESIST		THREE- DIMENSIONAL		CRAYON			
	ACHIEVEMENT	ATTITUDE	ACHIEVEMENT	ATTITUDE	ACHIEVEMENT	ATTITUDE	ACHIEVEMENT	ATTITUDE	ACHIEVEMENT	ATTITUDE	ACHIEVEMENT	ATTITUDE
A	3	4	2	2	4	5	1	1	5	3		
B	4	4	5	5	2	2	1	1	3	3		
C	5	4	2	2	4	5	1	1	3	3		
D	4	4	3	3	1	1	5	5	2	2		
AVERAGE	4	4	3	3	2.75	3.25	2	2	3.25	2.75	3.0	3.0

IA-3, Music

Students displayed a positive response to classroom activities involved in music instruction as measured by ratings given by students.

In order to determine student interest in relation to three different areas of music study, a preliminary survey was made among the third grade experimental students. Up to this point the students' music education had consisted primarily of singing and learning the meaning of basic concepts in music. Interest ratings were made in relation to these areas of study: (1) study about music compositions, (2) music notation, and (3) knowledge of instruments. Interest ratings were on a 1-5 scale with 5 as highest.

The results of that survey are as follows: music notation, 4.44; knowledge about instruments, 4.39; and study about composition, 3.60.

Greatest cognitive gain, however, was made in this order: music notation, 169 percent; study about music compositions, 102 percent; and study about instruments, 46 percent.

Following the post-test, students were again asked to rate how well they enjoyed each phase of study. Results are as follows: study about music compositions, 4.84; knowledge of instruments, 4.51; and music notation, 4.00.

The preliminary ratings showed highest interest in music notation, and highest cognitive achievement occurred in this area also; however, the average post-test survey showed that students enjoyed music notation least. It should be noted though that this rating could not be considered low (4.00 out of 5.00) and that only three students rated this phase lowest.

The average affective survey data showed an increase from pre- to post-test of 4.14 to 4.48 or eight percent.

Classroom activities for this group included the following:

Study about music compositions

1. *Listening*
2. *Viewing filmstrips*
3. *Reading*
4. *Discussion*
5. *Rhythmic activities*

Music Notation

1. *Rhythmic response*
2. *Reading charts*
3. *Seeing filmstrips*
4. *Writing musical patterns*
5. *Creating songs*
6. *Singing*
7. *Listening*
8. *Playing instruments*

Knowledge of Instruments

1. *Seeing filmstrips*
2. *Observing posters*
3. *Listening to recordings*
4. *Making percussion and stringed instruments*

For a summary of test results see Table VI.

Summary, IA-3 in Music. In order to determine interest in relation to three different areas of music study, a preliminary survey was made among third grade experimental students. Results of the interest ratings marked by the students on a 1-5 scale with 5 as highest are as follows: music notation, 4.44; knowledge about instruments, 4.39; and study about music compositions, 3.60. (See Table VI.)

Cognitive gain was as follows: music notation, 169 percent; study about music compositions, 102 percent; and study about instruments, 46 percent. Table I shows the parallel between student self-interest ratings and cognitive test results.

The average affective survey data showed an increase from pre- to post-test of 4.14 to 4.48 or eight percent.

TABLE VI

RESULTS OF INTEREST AND KNOWLEDGE RATINGS IN MUSIC
OF AN EXPERIMENTAL THIRD GRADE CLASS
(Average Scores)

Objective IA-2 - IA-3

	INTEREST SELF RATING				COGNITIVE TEST RESULTS			
	Pre-Interest Survey	Post-Interest Survey	Possible Score	Percentage Gained	Pre-Test Score	Post-Test Score	Possible Score	Percentage Gain
Music Notation	4.44	4.00	5	NEG.	2.44	6.56	7	169
Study about Music Compositions	3.60	4.84	5	34	3.72	7.61	8	102
Study about Musical Instruments	4.39	4.61	5	5	4.61	6.72	11	46
TOTAL AVERAGE GAIN								105.6

Psychomotor Domain

Objective IA-4. Students will develop manipulative and precision skills in music and art performance as observed by classroom teachers and consultants and recorded on a teacher-made scale.

IA-4 in Art

Random samples of paired art works of 18 students were drawn from those of the total enrollment of four classrooms. Each paired sample represented two art works by the same student completed several months apart. Without knowledge of the order in which these works were completed, two artists judged each pair on the basis of maturity, selecting the one of each pair which showed more maturity in the use of manipulative skill.

As a result of the first year's evaluation, Table VII shows that the judges agreed that 50 percent showed increased maturity on the second work, while they agreed that only 17 percent showed no gain. The judges disagreed on 33 percent.

Table VII also shows the percentage of students in each classroom who showed increased maturity. Four classrooms showed an average increase of 47.5 percent.

A sample of seven students were pre- and post-tested again in 1971-72. The same method of scoring was used as in the previous year. This time, the same judges agreed that of this sample the same percentage (57 percent) showed gain in maturity both years. These results are shown in Table VIII.

TABLE VII
(OBJECTIVE I A-4)
ART

MATURITY INCREASE AS EVIDENCED IN
STUDENT ART WORKS
FY 1971

STUDENT	SHOWED INCREASED MATURITY	SHOWED NO INCREASE IN MATURITY	UNDECIDED	CLASSROOM	SHOWED INCREASED MATURITY	SHOWED NO INCREASE IN MATURITY	UNDECIDED	TOTAL STUDENTS	PERCENTAGE OF STUDENTS WHO SHOWED INCREASE
A			X	I	2	1	2	5	40%
B	X			II	4	0	2	6	67%
C	X			III	2	2	0	4	50%
D			X	IV	1	0	2	3	33%
E	X								
F		X							
G		X							
H			X						
I	X								
J	X								
K	X								
L			X						
M			X						
N			X						
O	X								
P		X							
Q	X								
R	X								
TOTALS	9	3	6						
PERCENTAGE	50%	17%	33%						

AV. 47.5%

TABLE VIII
(OBJECTIVE 17-4)
ART

PERCENTAGE OF TWO-YEAR STUDENTS
WHO SHOWED GAIN IN ART MATURITY
BETWEEN PRE- AND POST-TEST

STUDENT	SHOWED INCREASED MATURITY	SHOWED NO INCREASE OF MATURITY	UNDECIDED
	1st year/2nd year	1st year/2nd year	1st year/2nd year
A	/x		x/
C	x/x		
E	x/		/x
L	/x		x/
M			x/x
O	x/x		
P	x/		/x
TOTAL NUMBER STUDENTS	4/4	0/0	3/3
PERCENTAGE OF STUDENTS	57%/57%	0/0	43%/43%

From subjective examination of the data there is indication of a direct relationship between student gain in manipulative skills and the following instructional variables: (1) teacher experience in art, (2) time allotted for art activities in the classroom, (3) teacher attitude toward art, and (4) teacher acceptance of the HERDC instructional and supervisory programs.

Objective IA-4, Music

Students developed manipulative and precision skills in music performance (rhythmic activities) as observed by classroom teacher and consultant and recorded on a rhythmic activities rating sheet.

Experimental students in first grade participated in the following activities:

1. Rhythmic movement through basic locomotion such as walking, running, hopping, step-hopping, and skipping plus variations on these.
2. Singing games
3. Dramatic rhythmic activity
4. Free rhythmic activity

Students in Class S-B were evaluated only on the skills of hopping, skipping, and step-hopping, and on the ability to physically respond to even-uneven and fast-slow rhythmic patterns.

Average pre-test score on the skills rated was 3.19 and post-test score was 4.40 or a 38 percent increase. Average pre-test score on response to rhythmic pattern was 2.96 and post-test score was 3.50 or an 18 percent increase. Over-all gain was a 28 percent increase.

This group was compared with another first grade class, H-W, which was a partial-control group. This class had received experience in hopping and skipping but not in step-hopping or in learning to respond to rhythmic patterns. This group did not receive a pre-test.

The average post-test results of the control students are as follows: hopping, 4.22; skipping, 4.00; step-hopping, 1.77. On the test for physical response to rhythmic patterns, these students did not understand the basic concepts involved well enough to take the test. The comparison of these two groups indicates that most students do not learn basic locomotor or rhythmic skills without instruction. (See Table IX)

Summary, IA-4 in Music. Students who were evaluated in psychomotor skills related to music (basic locomotion and rhythmic activities) scored an average rating of 3.07 on a rating scale of 1-5 with 5 as highest. (These students had received some instruction previous to the pre-test.) The post-test average was 3.95 with a gain of 28 percent.

Control groups with no instruction showed no gain. A comparison between experimental and control groups indicates that most students do not learn basic locomotor or rhythmic skills without instruction.

TABLE IX
(OBJECTIVE IT-4)
MUSIC

AVERAGED PRE-AND POST-TEST RESULTS AS RECORDED
ON RHYTHMIC ACTIVITIES RATING SHEET

	SKILLS			SHOWS AN UNDERSTANDING OF THESE CON- CEPTS BY APPROPRIATE PHYSICAL RESPONSE TO VARYING RHYTHMIC PATTERNS WELL ENOUGH TO TAKE THE TEST	
	HOP	SKIP	STEP-HOP	FAST-SLOW	EVEN-UNEVEN
	PRE- POST-	PRE- POST-	PRE- POST-	PRE- POST-	PRE- POST-
*CONTROL GROUP (Received instruction on hopping and skipping only)	4.22	4.00	1.77	**	**
EXPERIMENTAL GROUP (Received instruction in all activities)	3.19 4.40	3.50 4.50	2.57 4.00	3.07 3.86	2.86 3.14

*Control group received post-test only.

**These students were not tested individually on concepts of fast-slow and even-uneven because they did not understand these concepts well enough to take the test.

GOAL IB. To provide assistance in adapting art and music materials and techniques for instruction of disadvantaged children.

BEHAVIORAL OBJECTIVES

Cognitive Domain

Objective IB-1. Students will be able to display a knowledge and comprehension of the basic concepts in art and music, as measured by teacher-made tests.

Objective IB-2. Students will be able to display a knowledge and comprehension of music and art history as measured by teacher-made tests.

Educationally disadvantaged children, (grades 1-6) who were shown to be one or more grades below their age level in achievement were grouped in special classrooms. Nine such classrooms in Harrison, plus several classrooms in Huntsville were given music and art instruction. The same pattern of activities was followed for these students as for average achievers, following a pattern of inservice training, demonstration teaching, and supervision. The amount of participation, however, was diminished due to teacher concern for achievement in basic studies.

IB-1 in Art

The test design originally planned for objective IB-1 in art was not followed because there was little opportunity to teach basic concepts in art to these groups. These classrooms contained many low achievers, and the teachers generally felt the need to emphasize language and math skills.

A survey was made among five teachers to determine the amount and kind of art subject matter being included in the instructional program. The results of the teacher self-rating scale, show a combined average of 59 percent. This shows that the five teachers surveyed judged themselves to be including 59 percent of the subject matter suggested in the Art Concepts and Terminology list (see Appendix A). This list was compiled by the art supervisor as a representative list of concepts that elementary students should experience at these grade levels; however, 100 percent would only be expected in ideal situations where there is no teacher overload. This survey was not conducted again during the second year.

Further testing under Objective IP-1 was done during the first year among 31 sixth grade students in one classroom to determine the amount of gain in knowledge of art concepts over a three-month period. This group showed an average gain of 12 percent during that period; however, the scores were low: 67 percent average on pre-test and 79 percent average on post-test. Table X shows the results of this test.

Further testing could not be done with this group, as they were promoted to the 7th grade.

A sample of nine students were selected and pre-tested during the first year, and they were post-tested near the end of the second year. Following is a description of how this evaluation was carried out:

Drawings and paintings made by nine educationally disadvantaged students of two years were compared. The art work was made during April and May of each year. The students were from ungraded classrooms. Seven students had the same teacher both years. Two students, A and N, had the same teacher that the others had during the first year, but they were enrolled under a different teacher the second year.

Evaluation criteria used three visual arts concepts: color, line, and texture. Before being tested, the children had experienced a structured learning program in the areas of color, line, and texture. Color was taught during the first year, and line and texture were taught during the second year. During the second year, the teacher included color in classroom discussion. Test results showed an average gain of .16 points or 6 percent. Ratings were on a 1-5 scale, with 5 as the highest score. (See Table XI) Table XII shows a summary of this information.

TABLE X
(OBJECTIVE I B-1)

ART ACHIEVEMENT
SIXTH GRADE CLASS OF
EDUCATIONALLY DISADVANTAGED
FY 1971

STUDENT	POSSIBLE SCORE	PRE-TEST		POST-TEST		GAIN	
		SCORE	PERCENTAGE SCORE	SCORE	PERCENTAGE SCORE	POINTS GAINED	PERCENTAGE SCORE GAIN
A	33	21	64	24	73	3	9
B	33	23	70	26	79	3	9
C	33	25	76	27	82	2	6
D	33	23	70	30	91	7	21
E	33	21	64	19	58	- 2	- 6
F	33	23	70	25	76	2	6
G	33	24	73	26	79	2	6
H	33	21	64	28	85	7	21
I	33	22	67	28	85	6	18
J	33	19	58	26	79	7	21
K	33	20	61	17	52	- 3	- 9
L	33	21	64	26	79	5	15
M	33	21	64	25	76	4	12
N	33	13	39	23	70	10	31
O	33	25	76	27	82	2	6
P	33	23	70	29	88	6	18
Q	33	19	58	25	76	6	18
R	33	23	70	26	79	3	9
S	33	20	61	18	55	- 2	- 6
T	33	16	48	20	61	4	13
U	33	24	73	23	70	- 1	- 3
V	33	22	67	25	76	3	9
W	33	25	76	26	79	1	3
X	33	26	79	31	94	5	15
Y	33	26	79	27	82	1	3
Z	33	21	64	30	91	9	27
AA	33	28	85	28	85	0	0
BB	33	21	64	25	76	4	12
CC	33	29	88	28	85	- 1	- 3
DD	33	24	73	28	85	4	12
EE	33	20	61	26	79	6	18
AVERAGES	33	22	67	26	79	4	12

TABLE XI
(OBJECTIVE 1B-1)

ART ACHIEVEMENT
UNGRADED ELEMENTARY CLASSROOMS
EDUCATIONALLY DISADVANTAGED
FY 1971: FY 1972

STUDENT	COLOR		TEXTURE		LINE		AVERAGE		AVERAGE SCORE GAIN	AVERAGE PERCENTAGE GAIN
	PRE-TEST SPRING, 1971 POST-TEST SPRING, 1972		PRE-TEST SPRING, 1971 POST-TEST SPRING, 1972		PRE-TEST SPRING, 1971 POST-TEST SPRING, 1972		PRE-TEST SPRING, 1971 POST-TEST SPRING, 1972			
A	3.25/4.00		3.27/3.50		3.28/3.00		3.27/3.50		.23	7.0
B	1.75/2.88		2.00/2.38		2.33/2.63		2.03/2.63		.60	29.5
C	2.25/3.13		2.33/2.88		2.67/2.63		2.42/2.88		.46	19.0
D	2.50/2.50		3.25/2.00		2.75/2.25		2.83/2.25		-.58	-20.4
G	2.50/3.00		2.00/2.50		2.00/2.25		2.17/2.58		.48	22.1
H	3.50/2.50		3.00/2.63		2.50/2.38		3.00/2.50		-.50	-16.6
I	2.50/3.13		2.00/3.00		2.50/3.25		2.33/3.13		.80	34.3
K	2.00/2.50		1.50/2.38		2.50/2.50		2.00/2.46		.46	23.0
N	2.00/2.00		3.00/2.50		3.50/2.50		2.83/2.33		-.50	-17.6
CONTINUED AVERAGES								2.54/2.70	.16	8.92

TABLE XII
(OBJECTIVE IB-1)

A COMPARISON OF ART WORK BY NINE
EDUCATIONALLY DISADVANTAGED STUDENTS MADE
OVER A TWO-YEAR PERIOD

YEARLY AVERAGE	COLOR	TEXTURE	LINE	AVERAGE
First Year	2.47	2.48	2.67	2.54
Second Year	2.85	2.64	2.60	2.70
Total Gain	.62	.16	-.07	.16

IB-2 in Art

There was no opportunity to include the instruction of art history in the curriculum of this group during the first year; however, there was some exposure to famous artists and their works during the second year. A pre-test, "Survey of Artists," was administered to a sample of 12 students in the spring of 1971. The same test was given to the same students as a post-test one year later. The test results showed a 15 percent over-all average gain for all students (Table XIII), although it was obvious that the test was too difficult for this group. This test required each student to place a check mark by each name of an artist, choosing these from a list of artists and other famous persons arranged in random order. A sample of this test may be seen in Appendix B.

TABLE XIII

AVERAGE STUDENT SCORES ON SURVEY
OF ARTISTS:
IN ACHIEVEMENT TEST IN ART HISTORY
FOR THOSE UNDER ACHIEVED

STUDENT	AVERAGE POSSIBLE SCORE	PRE-TEST SPPING, 1971		POST-TEST SPPING, 1972		GAIN	
		SCORE	AVERAGE PERCENTAGE SCORE	SCORE	AVERAGE PERCENTAGE SCORE	AVERAGE POINTS GAINED	AVERAGE PERCENTAGE SCORE GAIN
A	10	-3	-30	2	20	5	50
B	10	0	0	4	40	4	40
C	10	-4	-40	-4	-40	0	0
D	10	-1	-10	0	0	1	10
E	10	1	10	-1	-10	-2	-20
F	10	0	0	2	20	2	20
G	10	0	0	0	0	0	0
H	10	0	0	0	0	0	0
I	10	-2	-20	0	0	2	20
J	10	-3	-30	-1	-10	2	20
K	10	0	0	-3	-30	-3	-30
L	10	-2	-20	4	40	6	60
M	10	-2	-20	-1	-10	1	10
AVERAGES	10	-1.33	-11.7	.16	2.5	1.5	15

ID-1, Music

Students were able to display a knowledge and comprehension of basic concepts in music as measured by a HERDC test. Class S-W consisted of fifteen children, all of whom were underachievers with unidentified problems.

At the beginning of this project these students had very limited skills in listening and in responding, either verbally or physically; therefore, their abilities in understanding basic music concepts were low. During the first year of this project formal testing of the students' understanding was limited to fast-slow (tempo) and even-uneven (rhythm) although some instruction was provided for teaching high-low (pitch) and loud-soft (volume).

In the fall of 1970 on a group test, these students scored 1.25 out of a possible 5 on a scale of 1-5. One year later these students scored an average of 3.37 on individual tests, and in the spring of 1972 their average score was 4.17. Gain over the two year period was 233.6 percent.

Activities in which these students participated included the following:

1. Listening to basic rhythmic and pitch patterns
2. Physical response to these patterns
3. Singing games
4. Listening sessions with interpretations done by all students individually
5. Dramatic rhythmic activity
6. Free rhythmic activity

TABLE XIV
(OBJECTIVE I D-1, MUSIC)

AVERAGE TEST SCORES MADE BY
DISADVANTAGED STUDENTS ON PRE- AND
POST- TESTS IN BASIC MUSIC CONCEPTS

	FALL 1970	FALL 1971	SPRING 1972
FAST-SLOW (Tempo)	1.70	3.62	4.81
EVEN-UNEVEN (Rhythm)	1.04	3.62	4.42
HIGH-LOW (Pitch)	1.15	2.69	3.46
LOUD-SOFT (Volume)	1.10	3.50	4.00
AVERAGE	1.25	3.37	4.17
GAIN OVER A TWO-YEAR PERIOD: 233.6 PERCENT			

ID-2, Music

During the first year of this project this objective was not pursued formally because these students were functioning at such a low level of communication that it was decided not to include music history (composer, styles, etc.) in their course of instruction. During the last month of that school year some use was made of filmstrips and recordings to introduce a composer, and the students responded positively to these audio-visuals.

During the second year, use was made of audio-visuals related to stories of famous compositions and to instruments of the orchestra. A report of teacher observation indicated that gains did occur, but formal testing was not done.

Affective Domain

Objective IB-3. Students will respond positively to and display a value for the school environment, as demonstrated through their school attendance, self-direction and social adjustment, measured by teacher-constructed opinion surveys, rating scales, anecdotal records and attendance records.

IB-3 in Art. There was no opportunity to observe student self-direction and social adjustment through art activities. There was no control group of comparable students available with which to make comparison.

IB-3 in Music. Students responded positively and displayed a value for school environment as demonstrated through their self-direction and social adjustment measured by observation of teachers and the music consultant and recorded in anecdotal accounts.

Observations were made throughout the year on the students' abilities to communicate verbally, kinesthetically, and on their apparent levels of self-confidence in music class.

At the beginning of the first year, members of this group exhibited much uncertainty and shyness. After a period of two months, this shyness was replaced with uncontrolled boisterousness which was evidenced particularly

in dramatic or rhythmic activities. By mid-term, however, the general response had become more accurate and controlled. By March 15, children made appropriate physical responses in regard to directional walking and also participated in expressing abstract ideas and reasoning.

During the second year the teacher reported that these children requested to do rhythmic activities ("to move to music"). The teacher also reported that the accuracy of these students in performing rhythmic activities exceeded that of some of the regular classes.

One student, who at the beginning of this project was exceedingly withdrawn, would not speak with adults, and exhibited destructive tendencies, showed remarkable progress in social adjustment. By the end of the second year, he excelled in rhythmic activities, could sing well in tune (although he still has trouble with words) and did some outstanding work in art. He appears to be happy and has made some progress in his academic work.

School attendance records were not considered as a part of this evaluation.

Psychomotor Domain

Objective IB-4. Students will develop manipulative and precision skills in music and art performance as observed by classroom teachers and recorded on a teacher-made scale.

IB-4, Art

Student art works were used for judgment of manipulative and precision skills as a pre-test during the first year. As these skills needed to be observed and measured over a longer period of time than was allotted by the first year's evaluation design and schedule, the 1970-71 scores were used as pre-test scores only. Each skill for each student was rated on a scale of 1-5. This judgment was made by artists, and their ratings were averaged to obtain the results shown in Table XV.

The same artists judged both the pre- and post-test. Test results showed an average gain of 101 percent over a one-year period for educationally disadvantaged students where teachers were receiving inservice training and supervision through this program.

STUDENT MANIPULATIVE AND PRECISION
SKILLS AS OBSERVED IN ART WORKS

STUDENT	MOTOR CONTROL OF FILLING SPACES		SURENESS OF LINE FORMATION		VARIETY OF SHAPE FORMATION		GAIN	
	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	POINTS GAINED	PERCENTAGE GAIN
PRE-TEST, SPRING 1971 POST-TEST, SPRING 1972								
A	2	4.0	2	4.5	2	4.50	7.00	116.6
B	3	3.0	2	3.5	2	3.00	2.50	35.7
C	1	3.5	2	4.0	3	4.00	5.50	91.7
D	2	2.0	1	3.5	2	3.00	3.50	70.0
G	1	3.0	2	3.5	2	4.00	5.50	110.0
H	1	3.0	1	3.0	2	3.75	5.75	143.7
I	1	4.0	1	4.5	2	5.00	9.50	187.5
K	1	3.0	2	3.5	2	3.00	4.50	90.0
N	3	4.0	2	4.5	2	4.00	5.50	78.6
AVERAGES	1.66	3.28	1.66	3.83	2.11	3.81	5.48	101.0

ID-4, Music

Students developed manipulative and precision skills in music as observed by consultant and teacher and recorded on a rating scale designed by HERDC. Evaluation of psychomotor skills was made in relation to rhythmic activities which were used for teaching basic concepts to these students.

Skills which were rated included hopping, skipping, and step-hopping done in a prescribed tempo. Other skills which were rated were those of making physical responses to fast-slow patterns and even-uneven patterns. On a group test done at the beginning of the first year (Fall 1970) these students scored 1.58. Individual tests were then given in the spring of 1971, in the fall of 1971, and in the spring of 1972. Only seven students received all three individual tests: therefore, only those scores are included in this evaluation report. The gain for the two-year period was from 1.58 to 4.80 or 204 percent.

In many areas of rhythmic activities this class was superior to many regular classes.

TABLE XVI
(OBJECTIVE ID-4, MUSIC)

SUMMARY OF AVERAGES OF RHYTHMIC ACTIVITIES SKILLS
AMONG DISADVANTAGED STUDENTS
1970 - 1972

DATE TESTED	AVERAGE SCORE
Fall of 1970	1.58 (group test)
Spring of 1971	4.00 (individual test)
Fall of 1971	4.08 (individual test)
Spring of 1972	4.80 (individual test)
GAIN FOR THE TWO-YEAR PERIOD IS 204 PERCENT	

GOAL IC. To establish and support an innovative, exemplary, experimental project in which art, music, and language arts are integrated.

QUESTIONS TO BE ANSWERED (As stated in the project plan)

Answers to the following questions will be sought as an outcome of this experimental project:

1. Can non-musician and non-artist classroom teachers successfully teach music and art, integrating these subjects with language arts?
2. Will the integration approach be a help or a hindrance in scheduling?
3. Will classroom teachers accept and carry out this approach with positive attitudes?
4. Can adequate instructional materials be adapted or developed to enable students to comprehend true relationships among these disciplines?
5. Can adequate activities and instructional techniques be developed to provide favorable learning situations, while developing and maintaining positive attitudes among students?
6. Are the relationships among these disciplines strong enough to provide basis for development of "natural" learning activities?

7. Will student achievement through this approach be comparable to that of students in a control group, in art, music, language arts, and other basic studies?

EVALUATIVE OUTCOMES RELATIVE TO THE ABOVE QUESTION

<u>QUESTION</u>	<u>ANSWER BASED ON EVALUATION</u>
1.	The teacher of this pilot project was successful in maintaining a well-balanced program; however, her abilities are exceptional and it is logical to assume that many teachers would fail. At any rate, some assistance is needed from art and music specialists.
2.	Much time is required in planning the classroom activities so that all subject matter is included in a logical and related fashion. Each succeeding year of this practice should become less difficult and less time-consuming. The integration approach can become a help to scheduling after the basic work is done in planning units of study and associated activities.
3.	It was not determined whether or not classroom teachers would accept and carry out this approach with positive attitudes.
4.	Three units were developed to serve as proof that adequate instructional materials can be developed. These units have been proven in the classroom.
5.	Students in this class scored above the over-all average of all groups tested, using the HERDC Student Self-Image Survey.

QUESTION

ANSWER BASED ON EVALUATION

6. Inter-disciplinary relationships are present in a well-chosen subject core. Care should be taken in planning units so that socio-economic and cultural aspects of various peoples in various geographical locations within a specified time span can be studied.
7. No control group was used to make this comparison.

PRIMARY OBJECTIVES FOR GOAL C

1. To assist three classroom teachers (one of each, 4th, 5th, and 6th grades) in developing instructional techniques and materials for integrating visual arts and music with language arts and communication skills. (OUTCOME: Only one teacher was available, Grade 5.)
2. To compare the achievement scores of the experimental group with achievement scores of a control group to determine the effects on an enriched, integrated curriculum on achievement in knowledge, comprehension, and application (cognitive domain) achievement in manipulative and precision skills (psychomotor domain) and development of positive responses to the school environment (affective domain). Test and rating scores of the experimental and control groups will be compared in the subject areas of fine arts, language arts, social studies, and other basic studies. (OUTCOME: No comparison of cognitive achievement was made.)

3. The data gathered through testing will be processed by appropriate statistical analysis. (OUTCOME: All evaluative results are included in this report.)

BEHAVIORAL OBJECTIVES

Cognitive Domain

Objective IC-1. Students will be able to display a knowledge and comprehension of the basic concepts in art and music as measured by teacher-made tests.

Objective IC-2. Students will be able to display a knowledge of music and art history as measured by teacher-made tests.

Objective IC-3. Students will be able to apply knowledge and skills in music and art to activities and self-directed study in the language arts as observed and rated by classroom teachers and consultants.

IC-1, 2, 3

In order to establish and carry out this pilot project it was necessary to find a teacher who was willing to take the responsibility of planning, evaluating, and reporting the results of classroom instruction. One fifth grade classroom was chosen as the experimental group for this project.

The unit method of instruction was used as the basic approach to integrating the subject matter of language arts, fine arts, social studies and career awareness.

Units were planned by the classroom teacher. HERDC staff assisted in the search for resources and instructional materials for each unit. Activities were planned, scheduled and carried out according to a pre-planned schedule. During the course of each unit of study, the teacher recorded pertinent facts concerning the schedule, the resources and materials used, the objectives, etc. These units were then refined and written up in such a manner that other teachers may use them in their own classrooms.

The refinement and writing of these units became the prime objective of this pilot project; therefore, the original evaluation plan was not followed. The consensus of opinion among the supervisors, the director and the teacher was that these units could be more beneficial to other teachers than cognitive achievement scores in art and music. These students participated in more music and art activities than did other classes in the same school; therefore, their achievement was in no danger of suffering as a result of their method of instruction.

As a part of this innovative approach to subject matter integration, three typewriters were placed in the classroom, and each student was scheduled for typing practice, using the regular touch system on covered keyboards. All students learned the keyboard during the year and several became proficient enough to type letters and written assignments by the end of the school term. As a result of this experiment, there is strong evidence that the fifth grade is not too early to begin typing instruction, provided a competent teacher is available. Students of this age are strongly motivated to achieve in typing.

Further experimentation needs to be done by providing further typing instruction for some of these highest achievers throughout the next three or four years to determine what degree of typing proficiency can be reached and to determine whether or not this high motivation can be sustained. Also, it might be beneficial to know whether or not the early development of typing skills has any influence on student achievement in other language skills.

Affective Domain

Objective IC-4. Students will display throughout the year a sustained positive response to classroom activities used in carrying out this integrated program of instruction, as demonstrated through attitudes recorded in teacher-made survey check-lists and anecdotal records.

Objective IC-5. Students will display a value for seeking knowledge beyond the limitations of lesson assignments as demonstrated by their self-directed activities and recorded in teacher-made survey check-lists and anecdotal records.

Objective IC-6. Students will display positive response and a value for the school environment as demonstrated through their self-esteem and their self-directed activities as measured by teacher-made rating scales.

IC-4, 5, 6

Students did maintain a high regard for participation in all student-centered activities. Student self-direction was evidently a by-product of this approach to teaching.

The HERDC Student Self-Image Survey was administered to this group with the following results:

The average class score was 3.84 out of a possible 5.00 on all items, which is .02 higher than the combined average of all groups tested. The only group tested that scored higher than this group was SLD students who were following a schedule of individualized instruction where strengthening of the self-image was one of the prime objectives.

There was no correlation between individual scores on the self-image survey and first semester grade averages.

Psychomotor Domain

Objective IC-7. Students will develop manipulative and precision skills in music and art performance as observed by classroom teachers and recorded on a teacher-made rating scale.

IC-7

The evaluation plan devised for measurement of achievement toward this objective was not followed, as other goals appeared to be more worthy of achievement. This decision was made when it became apparent that the study units being used could be refined, written, and made available to other teachers. The classroom teacher did not have time to carry out the planned evaluation scheme and also develop the units of study.

2. SPECIAL EDUCATION

GOAL A. To establish and support two resource rooms for elementary students with learning disabilities. In addition to carrying out a program of individualized instruction in accordance with accepted practices, these resource rooms will serve as pilot projects in which instructional materials, methods and techniques will be developed and tested.

BEHAVIORAL OBJECTIVES

Cognitive Domain

Objective II A-1. Students with specific learning disabilities will show an increase in knowledge and comprehension in their one or more areas of disability (processes of speech, language, reading, spelling, writing, or arithmetic) as measured by standardized tests, teacher-constructed tests and tests constructed by personnel at the Child Study Center, University of Arkansas Medical Center, Little Rock.

IIA-1

One SLD resource room was established in Harrison and one in Huntsville. Fifteen students were enrolled for individualized instruction in each resource room for a period of two years. Students were selected for this special instruction on the basis of psychological and educational testing. All were achieving at least one year below grade level in one or more subjects, and all had an I.Q. score of 90 or above.

Both conventional and innovative approaches to instruction were used, placing major emphasis on each child's disability area. Following are the results of evaluation over the two-year period:

On language skills and arithmetic, over a two-year period, all SLD students in the Huntsville Resource Room gained an average of two grade levels in their disability areas, scoring an average of 83 percent on the tests administered, on their highest attained grade level. Table XVII shows these evaluative results for each student.

TABLE XVII

COMPOSITE OF STUDENT ACHIEVEMENT
IN LANGUAGE SKILLS AND ARITHMETIC
SLD RESOURCE ROOM, HUNTSVILLE
(OBJECTIVE IIA-1)

STUDENT	GRADE 1971-72	BEGINNING GRADE LEVEL IN LANGUAGE SKILLS	HIGHEST ATTAINED LEVEL IN LANGUAGE SKILLS	GRADE LEVELS GAINED 2-YEAR STUDENTS	AVERAGE TEST SCORE ON HIGHEST ATTAINED LEVEL, LANGUAGE AND ARITHMETIC
B	5	1 (Sept. 70)	3 ¹ (April 72)	2	78
C	5	2 ¹ (Sept. 70)	4 (April 72)	2	86
D	5	1 (Sept. 70)	4 (April 72)	3	88
E	5	2 (Sept. 70)	4 (April 72)	2	82
F	4	1 (Sept. 70)	2 (April 72)	2	85
G	5	1 (Sept. 70)	4 (April 72)	3	80
I	5	1 (Sept. 70)	2 ² (April 72)	1	97
J	5	2 (Sept. 70)	4 (April 72)	2	95
K	5	1 (Sept. 70)	2 ² (April 72)	1	72
L	5	2 (Sept. 70)	4 (April 72)	2	89
M	5	2 (Sept. 70)	3 (May 71)		80
AA	2	1 (Nov. 71)	2 (April 72)		68
BB	3	1 (Nov. 71)	3 (April 72)		84
CC	5	4 (April 71)	4 (April 72)		94
DD	1	PP (April 71)	1 (April 72)		67
AVERAGE				2	83
AVERAGE GAIN FOR TWO-YEAR STUDENTS: 2 GRADE LEVELS					

A different evaluation scheme was followed in the Harrison resource room; therefore, test results are stated in terms of percentage gain for each subject area. These results were as follows:

<u>SUBJECT AREA</u>	<u>AVERAGE 2-YEAR GAIN</u>
Spelling	120.47 percent
Letter Sounds	59.07 "
Perceptual Motor Skills (Visual)	9.80 "
Gross Motor Skills	59.00 "

Over a two-year period, seven Harrison SLD students made an average gain of 3.43 grade levels in composition skills (Table XVIII) and an average gain of 2.50 grade levels in reading (Table XIX). Table XX shows that first year students gained an average of 2 plus grade levels in reading and composition between Fall of 1971 and Spring of 1972.

TABLE XVIII
(OBJECTIVE II A-1)

COMPOSITION ACHIEVEMENT
SLD RESOURCE ROOM, HARRISON

STUDENT	COMPOSITION GRADE LEVEL			TWO- YEAR GAIN
	FALL 1970	SPRING 1971	SPRING 1972	
A	PP	3 ¹		
B	P	2 ²		
C	PP	PP	3 ¹	4+
D	PP	2 ²		
E	P	3 ¹		
F	P	3 ¹		
G	PP	P	2 ²	3+
H	PP	2 ¹	2 ¹	3+
I	P	P	3 ²	3+
J		2 ²	4	
K	P	2 ²	4	4
L	1 ²	3 ¹		
M	P	2 ¹	4	4
N	P	2 ¹	3 ¹	3+
AVERAGE GAIN				3.43

One point was allowed for each grade level gained.

NR = Non-Reader

P = Primer

PP = Pre-Primer

2¹ = 1st book, 2nd grade level, etc.

TABLE XIX
(OBJECTIVE II A-1)

READING ACHIEVEMENT
SLD RESOURCE ROOM, HARRISON

STUDENT	SIGHT-VOCL. READING GRADE LEVEL			*TWO- YEAR GAIN
	FALL 1970	SPRING 1971	SPRING 1972	
A	1	4		
B	1	3	4	3
C	PP	3	4	5
D	3	3	4	1
E	3	3		
F	4	4		
G		P	2	
H		PP	1 ²	
I		3 ¹	4	
J		4	4	
K	2	3	3	1
L	2	3		
M		1	2 ²	
N		2	3 ²	
AVERAGE GAIN				2.50

*Stated in grade levels

One point was allowed for each grade level gained.

NR = Non-Reader

P = Primer

PP = Pre-Primer

2¹ = 1st book, 2nd grade level, etc.

TABLE XX
 READING-COMPOSITION
 FIRST-YEAR STUDENTS
 SLD RESOURCE ROOM, HARRISON

STUDENT	SKILLS IN WHICH GAIN WAS MADE		SIGHT-VOCAL READING GRADE LEVEL			COMPOSITION GRADE LEVEL			AVERAGE TOTAL GAIN
	SIGHT-VOCAL READING	COMPOSITION	FALL	SPRING	GAIN	FALL	SPRING	GAIN	
			1971	1972		1971	1972		
AA	X	X	1	2	1	NR	1 ²	3+	2+
BB	X	X	1	2 ²	1+	1 ¹	2 ²	1+	1+
CC	X	X	NR	1	3	NR	PP	1	2
DD	X	X	NR	1	3	NR	1	3	3
AVERAGE GAIN					2+			2+	2+

One point was allowed for each grade level gained in each of the two subject areas. These points were averaged for an averaged gain score. Average scores are shown only for those students who were evaluated in both areas.

NR = Non-Reader

P = Primer

PP = Pre-Primer

2¹ = 1st book, 2nd grade level, etc.

TABLE XXI
(OBJECTIVE II A-1)

ACHIEVEMENT IN
SPELLING
SLD RESOURCE ROOM, HARRISON

STUDENT	POSSIBLE SCORE	PRE-TEST SCORE	SCORE	POST-TEST SCORE	TWO-YEAR GAIN	PERCENTAGE GAIN
		FALL, 1970	SPRING, 1971	SPRING, 1972		
B	36	9	23	24	15	166.66
C	36	8	23	26	18	225.00
D	36	11	28	28	17	155.79
E	36					
F	36					
G	36	8	17	20	12	150.00
H	36	8	23	20	12	150.00
I	36	20	28	27	7	35.00
J	36	15	30	30	15	100.00
K	36	15	25	25	10	66.66
L	36					
M	36	8	30	30	22	275.00
N	36	18	26	27	9	50.00
AVERAGES	36	12.54	25.36	25.70	13.70	137.41

TABLE XXII
(OBJECTIVE II A-1)

ACHIEVEMENT IN
LETTER SOUNDS
SLD RESOURCE ROOM, HARRISON

STUDENT	POSSIBLE SCORE	PRE-TEST SCORE	SCORE	POST-TEST SCORE	TWO-YEAR GAIN	PERCENTAGE GAIN TWO-YEAR PERIOD
		FALL, 1970	SPRING, 1971	SPRING, 1972		
B	30	14	28	28	14	100.00
C	30	19	25	25	6	31.58
D	30	12	25	29	17	141.67
E	30					
F	30					
G	30	19	29	29	10	52.63
H	30	20	28	28	8	40.00
I	30	16	25	22	6	37.50
J	30	16	24	23	7	43.75
K	30	19	24	28	9	47.37
L	30					
M	30	26	30	30	4	15.38
N	30	24	38	38	14	58.33
AVERAGE	30	18.91	27.73	28.00	9.50	56.84

U OF A MEDICAL CENTER TESTS
USED FOR MEASURING

TWO-YEAR ACHIEVEMENT IN LANGUAGE SKILLS
AND ARITHMETIC
SLD RESOURCE ROOM, HUNTSVILLE
1970 - 1972

SUBJ. AREA	ITEM	TEST SAMPLES MAY BE OBTAINED FROM HERDC
PHONICS	1. Letters (Names)	Teacher's Score Sheet: Names and Sounds
	2. Letters (Sounds)	Teacher's Score Sheet: Names and Sounds
	3. Initial Sounds (Words)	Student Record Form: Initial Sounds, Final Sounds and Blends
	4. Final Sounds	" " " " " "
	5. Blends	" " " " " "
WORD LIST	6. List 1A (PP)	Word List 1A
	7. List 1B (PRI)	Word List 1B
	8. List 1C (1st)	Word List 1C
	9. List 2A (2 ¹)	Word List Grade Two
	10. List 2B (2 ²)	Word List Grade Two
	11. List 3A (3 ¹)	Word List Grade Three
	12. List 3B (3 ²)	Word List Grade Three
	13. List 4 (4th)	Word List Grade Four
PARAGRAPHS	14. Preprimer (O)	Reading
	15. Preprimer (S)	Reading
	16. Primer (O)	Reading
	17. Primer (S)	"
	18. Grade 1 (O)	"
	19. Grade 1 (S)	"
	20. Grade 2 ¹ (O)	"
	21. Grade 2 ¹ (S)	"
	22. Grade 2 ² (O)	"
	23. Grade 2 ² (S)	"
	24. Grade 3 ¹ (O)	"
	25. Grade 3 ¹ (S)	"
	26. Grade 3 ² (O)	"
	27. Grade 3 ² (S)	"
	28. Grade 4 (O)	"
	29. Grade 4 (S)	"
SPELL- ING	30. List 1	Diagnostic Spelling Test
	31. List 2	" " "
ARITHMETIC	32. Readiness in Pri. A.	Readiness Test in Primary Arithmetic
	33. No. Concepts	Number Concept
	34. Comput. Skills	Computation Skills
	35. Time Concepts	Time Relationship Concepts
	36. Money Concepts	Money Relationship Concepts
	37. Measurements	Measurement Relationship Concepts

NOTE: Copies of these tests may be obtained from the Harrison Educational Research and Development Center Dissemination Project.

Handwriting samples were kept for each Huntsville SLD student who was having writing difficulty. The pre-test sample is displayed in the following pages, along with two post-test samples. Dates of the samples are indicated for each student.

Each student was shown a picture of an elephant and trainer, and was asked to write about what he saw. The same picture was used for all tests for all students.

Following the writing sample for each student is a complete record of that student's achievement test scores from September, 1970, to April, 1972, and this is followed by a verbal description of that child's problems, successes, and failures. Each student was given an identifying code letter which is used throughout this report.

STUDENT B, SLD RESOURCE ROOM, HUNTSVILLE

Writing Samples

September, 1970

I see a aerfte a coweca.
I see a bunny ab feary.
this aerft seasing up

May, 1971

The is dig. The men is
little and so to the

The daddy-a is laneing down.

April, 1972

A. STORY

The ^{elephant} elifnt is big and ^{what} want if it
fell on the man. The ^{crowd} craod would
get sick. It would ^{scrash} scroos the daddy
elifnte. The ^{trainer} tranvie ^{has} has got a ^{hard} hard
jod to ^{train} tranva elifnt.

TWO-YEAR RECORD OF
ACHIEVEMENT IN LANGUAGE SKILLS
AND ARITHMETIC
SLD RESOURCE ROOM, HUNTSVILLE

Test #1 - September, 1970

Test #2 - May, 1971

Test #3 - April, 1972

STUDENT B GRADE 5 (1971-72)

SUBJ. AREA	ITEM	MAX. SCORE	SCORE TEST #1	SCORE TEST #2	SCORE TEST #3	HIGHEST LEVEL ATTAINED	PERCENTAGE SCORE ON HIGHEST ATTAINED LEVEL
PHONICS	1. Letters (Names)	30	28				
	2. Letters (Sounds)	30	24	24			
	3. Initial Sounds (Words)	10	7	10			
	4. Final Sounds	10	8	9			
	5. Blends	10	8	9			90
WORD LIST	6. List 1A (PP)	40	38	40			
	7. List 1B (PRI)	100	85	98			
	8. List 1C (1st)	205	154	183			
	9. List 2A (2 ¹)	222	112	148	161	2 ²	80
	10. List 2B (2 ²)	178	0	0	143		
	11. List 3A (3 ¹)	415					
	12. List 3B (3 ²)	366					
	13. List 4 (4th)	421					
PARAGRAPHS	14. Preprimer (O)	38	35	38			
	15. Preprimer (S)	52	49	52			
	16. Primer (O)	54	52	53			
	17. Primer (S)	50	49				
	18. Grade 1 (O)	54	51				
	19. Grade 1 (S)	65	65				
	20. Grade 2 ¹ (O)	84	74	83			
	21. Grade 2 ¹ (S)	78		77			
	22. Grade 2 ² (O)	76		75			
	23. Grade 2 ² (S)	65		62			
	24. Grade 3 ¹ (O)	100		93	96		
	25. Grade 3 ¹ (S)	103		97	103		
	26. Grade 3 ² (O)	71			63	3 ²	99
	27. Grade 3 ² (S)	111			110		
	28. Grade 4 (O)	114					
SPELLING	29. Grade 4 (S)	114					
	30. List 1	32	15	20	27		84
	31. List 2	32	2	10	21		66
ARITHMETIC	32. Readiness in Pri. A.	40					
	33. No. Concepts	81	74				
	34. Comput. Skills	56	14		28		50
	35. Time Concepts	44	37				
	36. Money Concepts	24	22				
	37. Measurements	24	13				
AVERAGE						3 ¹	78

Student B, Huntsville

Grade: 5

Age: 12.6

Date entered Resource Room: September, 1970

- A. How classroom teacher described this child: (comments from pre-screening form)

Third grade teacher stated that he was fidgety, had a short attention span, was distractable, had fine coordination problems, perceptual deficits, and also had severe deformities of lower extremities. Stated that he was slow in anything that required reading.

- B. What I learned about this child during the diagnostic testing phase:

I found "B" to be achieving very low in all areas. He was willing to try any task I gave him and did not show signs of a short attention span. He accepts his physical disability in a most unconcerned manner.

- C. Major deficit areas--Specific things he could not do or had difficulty learning or retaining:

"B's" reading problems are severe. Even after two years of work, he still reverses many letters and words. He also reverses letters in writing. It is very difficult for him to learn the short vowel sounds and to remember the "signal" rules so necessary in Open Court reading.

He is very low in all conceptual skills.

His deficiencies are very severe in both language and problem solving.

- D. Methods and materials tried:

Failures: The Sullivan reading series (linguistic) did not contain enough instruction for "B" to be successful in his reading last year. Also, working on phonetic skills (sounds) in isolation in such series as "Phonics We Use by Lyons & Carnahan gave no real help. I also feel that work with the pegs was a failure in improving his spatial perception or fine motor skills.

Successes: "B's" response to the Open Court Reading Series was successful; however, it takes him a very long time on each lesson. But due to the multi-sensory approach of the series, he is able to master the concepts. Structured writing paper, a jack ball to improve pencil position, and various cutting and coloring projects have been successful in writing improvement. "B" has also responded to the study of spelling words through designs and shapes of the words and building the word from cut-up letters.

- E. What should be done in the future? (assuming there will be a resource room available to him if he will still be in elementary school) What are his chances for future success?

"B" definitely needs the help of the resource room in the years to come. Due to his severe disabilities, his chances for success in school are quite bleak. He gets further behind each year and is becoming more discouraged as time goes on.

- F. Other observations and recommendations:

Many attempts have been made to convince his family to all "B" to undergo treatment on his legs. However, due to religious convictions, no progress has been made. Very soon the trunk of his body will become so large in proportion to his legs that he possibly will be confined to a wheelchair. However, at this time, he is able to get around famously--he goes on the slide, climbs, and engages in every activity that does not involve running.

STUDENT C, SLD RESOURCE ROOM, HUNTSVILLE

Writing Samples

September, 1970

there is a elephant side down.
there is a elephant and a man
in the circles.
there is some people watching
the circles.

Nov, 1971

I seen an elephant standing
on two legs when I was at the
Zoo. And I seen a man
by the elephant. And there
were alot of people watching
the elephants. There were also
a man laying down with a horse.

April, 1972

One bright shiny day I went to a circus
I saw two elephants, one was laying down
The other was standing on two feet.
And a man was under it. I thought
the elephant was going to fall.

TWO-YEAR RECORD OF
ACHIEVEMENT IN LANGUAGE SKILLS
AND ARITHMETIC
SLD RESOURCE ROOM, HUNTSVILLE

Test #1 - September, 1970
Test #2 - May, 1971
Test #3 - April, 1972

STUDENT C GRADE 5 (1971-72)

SUBJ. AREA	ITEM	MAX. SCORE	SCORE TEST #1	SCORE TEST #2	SCORE TEST #3	HIGHEST LEVEL ATTAINED	PERCENTAGE SCORE ON HIGHEST ATTAINED LEVEL
PHONICS	1. Letters (Names)	30	30				
	2. Letters (Sounds)	30	25				
	3. Initial Sounds (Words)	10	7	8			
	4. Final Sounds	10	9	9			90
	5. Blends	10	9	10			
WORD LIST	6. List 1A (PP)	40	40				
	7. List 1B (PRI)	100	95				
	8. List 1C (1st)	205	195				
	9. List 2A (2 ¹)	222	208				
	10. List 2B (2 ²)	178	159	176			
	11. List 3A (3 ¹)	415	333	392	405		
	12. List 3B (3 ²)	366	260	311	353		
	13. List 4 (4th)	421			365	4th	87
PARAGRAPHS	14. Preprimer (O)	38	37				
	15. Preprimer (S)	52	49				
	16. Primer (O)	54	54				
	17. Primer (S)	50	50				
	18. Grade 1 (O)	54	51				
	19. Grade 1 (S)	65	64				
	20. Grade 2 ¹ (O)	84	77	84			
	21. Grade 2 ¹ (S)	78	75	77			
	22. Grade 2 ² (O)	76		73			
	23. Grade 2 ² (S)	65		64			
	24. Grade 3 ¹ (O)	100		99			
	25. Grade 3 ¹ (S)	103		103			
	26. Grade 3 ² (O)	71			69		
	27. Grade 3 ² (S)	111			111		
	28. Grade 4 (O)	114			110		
	29. Grade 4 (S)	114			113	4th	99
SPELL-ING	30. List 1	32					
	31. List 2	32	20	22	24		75
ARITHMETIC	32. Readiness in Pri. A.	40					
	33. No. Concepts	81	62				
	34. Comput. Skills	56	20	37	43		77
	35. Time Concepts	44	39				
	36. Money Concepts	24					
	37. Measurements	24					
AVERAGE						4	86

Student C, Huntsville

Grade: 5

Date entered resource room: September, 1970

Age: 11.5

A. How classroom teacher described this child: (from comments pre-screening form)

Third grade teacher stated that "C" was lazy and had a short attention span. She felt he was distractable, had perceptual deficits and fine coordination problems. Stated that he had problems in reading comprehension and responded to directions very slowly.

B. What I learned about this child during the diagnostic testing phase:

"C" had a very weak self-concept and also had a great deal of difficulty with auditory expressive skills. He is low on general information and basic arithmetic skills as well as tasks measuring perceptual ability in part-whole relationships.

C. Major deficit areas--Specific things he could not do or had difficulty learning or retaining:

"C's" weakness is in the language area. When I asked him to tell me all the things he could think of that were made of rubber, for example, I would receive either one or two words or just a shrug of the shoulders. At first, he had difficulty with even the most simple verbal directions.

Arithmetic reasoning was also a major deficit area. He seemed to have no understanding of the most simple "story problems." His reading comprehension, of course, was low and caused this difficulty with the story problems in math when they were presented in written form. Very low in all social skills.

D. Methods and materials tried:

Failures: I have been working on teaching "C" about America and Arkansas in relation to our country through filmstrips, pictures, discussions and maps. I don't feel I am making any progress. He has not been over 30 miles from home and cannot conceive of life in other areas. Linguistic reading and phonetic work have not shown many results, probably due to the lack of comprehension skills involved.

Successes: Any cross number puzzles or unique methods I could figure out to present math problems were very rewarding. Work in a "Money Makes Sense" workbook greatly improved his reasoning skills.

I feel that the composition skills and stress on the language areas in the Open Court Reading Series are responsible for his progress in reading and visual expressive language skills this year. Pote memory was used to learn the multiplication.

- E. What should be done in the future? (assuming there will be a resource room available to him if he will still be in elementary school) What are his chances for future success?

"C" would continue to profit from inclusion in the resource room. However, what he needs most is an awareness course involving field trips to such areas as an airport, a shopping center, and a city.

I feel "C" will be able to have average success in school in the future.

STUDENT D, SLD RESOURCE ROOM, HUNTSVILLE

Writing Samples

September, 1970

A. STORY

The elephant is on his top back feet, there are a man with the elephant. there are one elephant at is laying down. there are some people to.

Nov. 1971

A elephant was standing on his hind legs. They were a man under the elephant.

And they were a elephant laying down.

They were a lot of ropes and lights.

April, 1972

The elephant lost his balance and fell on the man. But he got back on his hind feet, and the other got up and stood to. The people were afraid.

TWO-YEAR RECORD OF
ACHIEVEMENT IN LANGUAGE SKILLS
AND ARITHMETIC
SLD RESOURCE ROOM, HUNTSVILLE

Test #1 - September, 1970

Test #2 - May, 1971

Test #3 - April, 1972

STUDENT D GRADE 5 (1971-72)

SUBJ. AREA	ITEM	MAX. SCORE	SCORE TEST #1	SCORE TEST #2	SCORE TEST #3	HIGHEST LEVEL ATTAINED	PERCENTAGE SCORE ON HIGHEST ATTAINED LEVEL
PHONICS	1. Letters (Names)	30	30				
	2. Letters (Sounds)	30	13	26			
	3. Initial Sounds						
	(Words)	10	6	9			
	4. Final Sounds	10	7	8			
	5. Blends	10	9	10			100
WORD LIST	6. List 1A (PP)	40	39				
	7. List 1B (PRI)	100	95				
	8. List 1C (1st)	205	182				
	9. List 2A (2 ¹)	222	179	216			
	10. List 2B (2 ²)	178	134	167			
	11. List 3A (3 ¹)	415	0	0	367		
	12. List 3B (3 ²)	366			306		
	13. List 4 (4th)	421			314	4th	75
PARAGRAPHS	14. Preprimer (O)	38	38				
	15. Preprimer (S)	52	51				
	16. Primer (O)	54	52				
	17. Primer (S)	50	50				
	18. Grade 1 (O)	54	54				
	19. Grade 1 (S)	65	63				
	20. Grade 2 ¹ (O)	84	78	80			
	21. Grade 2 ¹ (S)	78	76	78			
	22. Grade 2 ² (O)	76	66	75			
	23. Grade 2 ² (S)	65	61	64			
	24. Grade 3 ¹ (O)	100		98			
	25. Grade 3 ¹ (S)	103		100			
	26. Grade 3 ² (O)	71		66	69		
	27. Grade 3 ² (S)	111		103	110		
	28. Grade 4 (O)	114			111		
	29. Grade 4 (S)	114			114	4th	100
SPELL-ING	30. List 1	32					
	31. List 2	32	9	21	28		88
ARITHMETIC	32. Readiness in Pri. A.	40					
	33. No. Concepts	81	63				
	34. Comput. Skills	56	18	18	43		77
	35. Time Concepts	44	40				
	36. Money Concepts	24	20				
	37. Measurements	24		21			
AVERAGE						4	88

Student D, Huntsville

Grade: 5

Age: 10-8

Date Entered Resource Room: September, 1970

A. How classroom teacher described this child: (from comments pre-screening form)

Third grade teacher stated that he was weak in all fields, especially reading and spelling. Stated that "D" had a speech defect, was impulsive, hypoactive and had perceptual deficits.

B. What I learned about this child during the diagnostic testing phase:

I noted that "D" was very shy and reluctant to talk. Although he tested out 4.4 on the Gates Oral reading test, he was only reading on the second grade level according to my tests. He does have a mild articulation problem which seems to involve difficulty with initial sounds primarily.

C. Major deficit areas--Specific things he could not do or had difficulty learning or retaining:

"D" is very low in common sense reasoning. He seems to be suffering from cultural deprivation as well as auditory expressive problems. His greatest difficulties are with tasks involving mental arithmetic reasoning, practical reasoning, and reading (esp. comprehension). At the time he entered my class, he was spelling a year behind grade level, could not subtract if it involved borrowing and had no concepts of multiplication or division. On his following directions test, he operated on a 7-8 year-old level.

D. Methods and materials tried:

Failures: A linguistic method of reading did not provide very notable results. Also, attempts to improve his auditory expressive skills through reporting or discussing art projects on a tape recorder fell through. The Ginn Series "Invitations to Thinking and Doing" proved to leave too much responsibility for learning to "D" and this was not successful.

Successes: Math was improved through work with concrete objects such as blocks and the abacus. He also was able to learn spelling words quickly from building the design of words with blocks. The Open Court Reading Program with its strong correlation between reading and the other language arts is responsible for his success in these areas. The programmed phonics series on tapes were very good for him, also.

- E. What should be done in the future? (Assuming there will be a resource room available to him if he will still be in elementary school) What are his chances for future success?

"D" has made startling progress this past year. His first year in the resource room showed very little growth and was quite discouraging. If "D" continues in the manner in which he has established this past year, he will be able to operate in an average manner in the classroom. He still would profit from work in the resource room for approximately 2 1/2 periods per week to continue to strengthen his weaker areas.

- F. Other observations and recommendations: (From classroom teacher - fifth grade. 4-25-72)

"D" has improved his spelling ability to a certain degree this year. He is making average progress in arithmetic and is able to understand a majority of the areas we have studied in math. He is making average grades in this area at the present. His reading ability is still low. I think he has gained more confidence in himself. He seems more able to express himself before a large group. He is still very shy but has improved.

STUDENT E., SLD RESOURCE ROOM, HUNTSVILLE

Writing Samples

September, 1970

I see a man.
I see some people.
I see the news side
I see the news hat.

May, 1971

The men proudey had a
lod of excedeys. so he
though he pond go in
to shou beside. so he
did. and he was very good.

STUDENT E, SLD RESOURCE ROOM, HUNTSVILLE

Writing Samples (cont'd)

April, 1972

One day in town there
was a circus coming. Everybody
came ladies and gemen boys and girls.
So the man said the most dangerous
thing in the world. Ladies and
gemen boys and girls, a clark
standing up on its hind legs.
And a man standing under the
clark and then the clark fell
on the man and the man lived
but he can't act any more. So
he was a circus trainer.

TWO-YEAR RECORD OF
ACHIEVEMENT IN LANGUAGE SKILLS
AND ARITHMETIC
SLD RESOURCE ROOM, HUNTSVILLE

Test #1 - September, 1970
Test #2 - May, 1971
Test #3 - April, 1972

STUDENT E GRADE 5 (1971-72)

SUBJ. AREA	ITEM	MAX. SCORE	SCORE TEST #1	SCORE TEST #2	SCORE TEST #3	HIGHEST LEVEL ATTAINED	PERCENTAGE SCORE ON HIGHEST ATTAINED LEVEL
PHONICS	1. Letters (Names)	30	30				87
	2. Letters (Sounds)	30	23	24	26		
	3. Initial Sounds (Words)	10	10	9			
	4. Final Sounds	10	8	8			
	5. Blends	10	9	10			
WORD LIST	6. List 1A (PP)	40	38				63
	7. List 1B (PRI)	100	88				
	8. List 1C (1st)	205	79	107			
	9. List 2A (2 ¹)	222	138	191	218		
	10. List 2B (2 ²)	178	113	145	171		
	11. List 3A (3 ¹)	415			338		
	12. List 3B (3 ²)	366			229	3 ²	
	13. List 4 (4th)	421					
PI/P/CP/PHS	14. Preprimer (O)	38	37				99
	15. Preprimer (S)	52	52				
	16. Primer (O)	50	53				
	17. Primer (S)	50	50				
	18. Grade 1 (O)	50	53				
	19. Grade 1 (S)	65	65				
	20. Grade 2 ¹ (O)	84	76	83			
	21. Grade 2 ¹ (S)	78	77				
	22. Grade 2 ² (O)	76	64	75			
	23. Grade 2 ² (S)	65		65			
	24. Grade 3 ¹ (O)	100		96			
	25. Grade 3 ¹ (S)	103		101			
	26. Grade 3 ² (O)	71		66	68		
	27. Grade 3 ² (S)	111			109		
	28. Grade 4 (O)	110			107		
	29. Grade 4 (S)	110			113	4th	
SPELLING	30. List 1	32	25	25			84
	31. List 2	32	7		27		
ARITHMETIC	32. Readiness in Pri. A.	40					75
	33. No. Concepts	81	59				
	34. Comput. Skills	56	23		42		
	35. Time Concepts	60	41				
	36. Money Concepts	20	21				
	37. Measurements	20	33				
AVERAGE						C-	82

Student E, Huntsville

Grade: 5

Age: 10.8

Date entered resource room: September, 1970

A. How classroom teacher described this child: (comments from pre-screening form)

Third class--"has trouble disciplining himself. Reading with understanding is his greatest problem. Spelling is also difficult. Fidelity, short attention span, distractable, perceptual deficits."

B. What I learned about this child during the diagnostic testing phase:

Weak in phonics. Reading at second grade level, first semester. Spelling below third grade level. Had very weak word-attack skills. Auditory decoding skills very weak.

C. Major deficit areas--Specific things he could not do or had difficulty learning or retaining:

Reading--could not distinguish differences in beginning phonetic sounds, had a great deal of difficulty sounding out any word, missed many "little" words in oral reading.

Did not realize relationships between sounds and letters in spelling.

D. Methods and materials tried:

Failures: The Michigan tracking program, especially the workbook to improve reading comprehension provided no help. The Tachistoscope provided very little aid also. Experience stories were not successful.

Successes: Linguistic reading methods proved to be the breakthrough for "E". The Sullivan Series last year were helpful, but moved too slowly. The Miami Linguistic Reading Series provided high interest for him and included many lessons in story writing and in composition. These composition exercises required written answers to comprehension questions. Parquetry work and auditory tapes were helpful.

E. What should be done in the future? (assuming there will be a resource room available to him if he will still be in elementary school) What are his chances for future success?

"E" should continue to receive special help in reading. He has improved a great deal and his self-concept is much better. He is making average grades in his classroom, but it is an all-out effort on the part of his parents and himself to do so! He now does well in math and his auditory decoding difficulties pose little problems anymore. If he continues to work at his present rate, he possibly will "catch up" in his reading before he leaves Junior High.

TWO-YEAR RECORD OF
ACHIEVEMENT IN LANGUAGE SKILLS
AND ARITHMETIC
SLD RESOURCE ROOM, HUNTSVILLE

Test #1 - September, 1970
Test #2 - May, 1971
Test #3 - April, 1972

STUDENT F GRADE 4 (1971-72)

SUBJ. AREA	ITEM	MAX. SCORE	SCORE TEST #1	SCORE TEST #2	SCORE TEST #3	HIGHEST LEVEL ATTAINED	PERCENTAGE SCORE ON HIGHEST ATTAINED LEVEL
PHONICS	1. Letters (Names)	30	30				
	2. Letters (Sounds)	30	25	29			
	3. Initial Sounds (Words)	10	6	10			
	4. Final Sounds	10	7	8			
	5. Blends	10	9	9			90
WORD LIST	6. List 1A (PP)	40	38				
	7. List 1B (PRI)	100	91				
	8. List 1C (1st)	205	167				
	9. List 2A (2 ¹)	222	156	175	211		
	10. List 2B (2 ²)	178	110	145	163		
	11. List 3A (3 ¹)	415			322	3 ¹	76
	12. List 3B (3 ²)	366					
	13. List 4 (4th)	421					
PARAGRAPHS	14. Preprimer (O)	38	38				
	15. Preprimer (S)	52	52				
	16. Primer (O)	54	53				
	17. Primer (S)	50	50				
	18. Grade 1 (O)	54	52				
	19. Grade 1 (S)	65	64				
	20. Grade 2 ¹ (O)	84	71	82			
	21. Grade 2 ¹ (S)	78	78	78			
	22. Grade 2 ² (O)	76	71	73			
	23. Grade 2 ² (S)	65	59	64			
	24. Grade 3 ¹ (O)	100		94			
	25. Grade 3 ¹ (S)	103		103			
	26. Grade 3 ² (O)	71		69			
	27. Grade 3 ² (S)	111		110	111		
	28. Grade 4 (O)	114			103		
	29. Grade 4 (S)	114			112	4th	98
SPELLING	30. List 1	32	20	24	29		91
	31. List 2	32	5		22		69
ARITHMETIC	32. Readiness in Pri. 2.	40					
	33. No. Concepts	81	64				
	34. Comput. Skills	56	25		47		84
	35. Time Concepts	44	40				
	36. Money Concepts	24	20				
	37. Measurements	24	42				
AVERAGE						3-	85

Student F, Huntsville

Grade: 4

Age: 10-8

Date entered resource room: September, 1970

A. How classroom teacher described this child: (comments from pre-screening form)

Third grade teacher stated that "F" is moody, that he doesn't take directions well and is very careless in doing his work. She also stated he could not print or write. She felt he was overly sensitive, impulsive, distractable, and had a short attention span.

B. What I learned about this child during the diagnostic testing phase:

I found "F" to be reading on low second grade level. His handwriting was extremely poor as were other examples of fine visual motor ability. He had a low self-concept and had minimal interest in achievement.

C. Major deficit areas--Specific things he could not do or had difficulty learning or retaining:

Writing for "F" is a real chore. He not only has gross difficulty learning the shapes and patterns of letters, but he has a great deal of difficulty slowing himself down enough to write legibly.

He is low in math, but reading is his major deficit area. He still has difficulty retaining the rules of vowels and silent letters. His comprehension is fair. He was also weak in gross motor skills such as skipping, dancing, muscular strength, balance and rhythm.

D. Methods and materials tried:

Failures: The writing tracing designs were of no help to "F". The Continental Press Worksheets on visual-motor skills and independent activities provided no progress. The Michigan Tracking Program for Visual Discrimination and Symbol Memory was a failure.

Successes: Weaving, stitchery, cutting, and working with clay was very rewarding for "F". Also, the gains made in all of his visual perceptual skills after the completion of the entire Detect Program were outstanding. The Miami Linguistic Reading Series had a high enough interest level to really be worthwhile for "F". Working with structured writing paper has also proven to be an invaluable tool.

- E. What should be done in the future? (assuming there will be a resource room available to him if he will still be in elementary school) What are his chances for future success?

"F" still needs to be included in the resource room for at least another year. If his reading skills are brought up to an average level, he should have mild success in school.

- F. Other observations and recommendations.

"F" was retained in the fourth grade last year, and I was heartily in favor of it. He missed much school due to illness last year and was in no way ready to do fifth grade work. Although his progress in the classroom has slowed down recently, partly due to home problems, he has had a good year and has caught up a great deal. I feel this retention saved him, for a year at least, from excessive frustration in school.

STUDENT G, SLD RESOURCE ROOM, HUNTSVILLE

Writing Samples

September, 1970

There is a ^{girl} E.L. sit on top of an ~~afay~~ ^{amant} at
one ~~naen~~ is Lode and ~~Kimberley~~.
There is a ~~naen~~ Joe.
there is 30,000 ^{people} ~~palor~~ there.
and Dont forget Satery at 9.30 The End.

May, 1971

There is a eleplant seting on
top of a other eleplant. Ones
name is Lodey and the
other is Kimberley ther is
a men named Joe

There are 30.000 people
ther And Dont for get
Saturday at nine:30 The end

STUDENT G, SLD RESOURCE ROOM, HUNTSVILLE

Writing Samples (cont'd)

April, 1972

There was a man in the ^{circus} ~~circus~~
^{doing} do trucks with elphount one was
^{named} name Toni and there ^{the} ^{man} said the man
was going to make the elphounts
set on each other one was going
to ~~cherry~~ a stack and some won
would climb it.

TWO-YEAR RECORD OF
ACHIEVEMENT IN LANGUAGE SKILLS
AND ARITHMETIC
SLD RESOURCE ROOM, HUNTSVILLE

Test #1 - September, 1970
Test #2 - May, 1971
Test #3 - April, 1972

STUDENT G GRADE 5 (1971-72)

SUBJ. AREA	ITEM	MAX. SCORE	SCORE TEST #1	SCORE TEST #2	SCORE TEST #3	HIGHEST LEVEL ATTAINED	PERCENTAGE SCORE ON HIGHEST ATTAINED LEVEL
PHONICS	1. Letters (Names)	30	30				
	2. Letters (Sounds)	30	22	25	23		77
	3. Initial Sounds (Words)	10	6	5	10		100
	4. Final Sounds	10	5	10			
	5. Blends	10	9	9			
WORD LIST	6. List 1A (PP)	40	40				
	7. List 1B (PRI)	100	88				
	8. List 1C (1st)	205	176	198			
	9. List 2A (2 ¹)	222	164	196	212		
	10. List 2B (2 ²)	178	123	158	175		
	11. List 3A (3 ¹)	415			321		
	12. List 3B (3 ²)	366			213	3 ²	58
	13. List 4 (4th)	421					
	14. Preprimer (O)	38	37				
	15. Preprimer (S)	52	52				
	16. Primer (O)	50	50				
	17. Primer (S)	50	50				
	18. Grade 1 (O)	50	53				
PARAGRAPHS	19. Grade 1 (S)	65	64				
	20. Grade 2 ¹ (O)	84	78	82			
	21. Grade 2 ¹ (S)	78	78	78			
	22. Grade 2 ² (C)	76	72	75			
	23. Grade 2 ² (S)	65		61			
	24. Grade 3 ¹ (O)	100		93	95		
	25. Grade 3 ¹ (S)	103			103		
	26. Grade 3 ² (O)	71			65		
	27. Grade 3 ² (S)	111			110		
	28. Grade 4 (O)	114			108		
	29. Grade 4 (S)	114			112	4th	98
	30. List 1	32					
	31. List 2	32	11	19	22		69
	32. Readiness in Pri. A.	40					
	33. No. Concepts	81					
	34. Comput. Skills	56	17	37	44		79
	35. Time Concepts	44	41				
	36. Money Concepts	24	22				
	37. Measurements	24	37				
SPELLING							
ARITHMETIC							
AVERAGE						4-	80

Student G, Huntsville

Grade: 5

Age: 10.8

Date entered resource room: September, 1970

A. How classroom teacher described this child: (comments from pre-screening form)

Third grade teacher stated that "G" possessed poor work habits. She also felt reading without understanding held her behind. The teacher felt that "G" was hyperactive, fidgety, impulsive, distractable, and had both a short attention span and perceptual deficits.

B. What I learned about this child during the diagnostic testing phase:

I found "G" to be a passive little girl with problems of visual perception. She was also low in visual motor skills and tended to rotate, perseverate and distort designs. She reads and spells on low second grade level.

C. Major deficit areas--Specific things he could not do or had difficulty learning or retaining.

"G" has major problems in almost all areas of academic work. She reverses many letters in reading and has poor word attack skills with low comprehension.

At the time of initial testing, she was weak in subtraction, and multiplication had not even crossed her mind. During these two years in the resource room, she has mastered multiplication and division, but it was no easy task for her. She had problems in directionality, visual memory, and spelling.

D. Methods and materials tried:

Failures: Visual-motor dittos did not seem to give "G" much help. Also, working in the Continental Press math series showed little worth--possibly due to the fact that this series contained so much new math. I also feel that working in the linguistic series of reading last year did not give "G" enough of the phonics skills which she needed.

Successes: Working on the balance board, rocking board, and responding to the Dance-A-Story records were very successful for "G" in improving her gross motor skills, especially balance and rhythm. Playing jacks, stitchery and painting were successful for visual-motor skill improvement.

Working in the McCormick-Wathers reading series, which is phonetically based, was very worth while. Structured writing paper and tracing designs were very worthwhile also.

- E. What should be done in the future? (assuming there will be a resource room available to him if he will still be in elementary school) What are his chances for future success?

"G" should be continued in the resource room. She does not care a great deal about being much more than just an average student. Her classroom teachers of the past two years have both complained about her complete lack of interest in the classroom. I, however, have not had any problems with passiveness in the resource room--she never seems overly eager to do any work, however, unless it is an art-related activity.

TWO-YEAR RECORD OF
ACHIEVEMENT IN LANGUAGE SKILLS
AND ARITHMETIC
SLD RESOURCE ROOM, HUNTSVILLE

Test #1 - September, 1970
Test #2 - May, 1971
Test #3 - April, 1972

STUDENT I GRADE 5 1971-72)

SUBJ. AREA	ITEM	MAX. SCORE	SCORE TEST #1	SCORE TEST #2	SCORE TEST #3	HIGHEST LEVEL ATTAINED	PERCENTAGE SCORE ON HIGHEST ATTAINED LEVEL
PHONICS	1. Letters (Names)	30	30				
	2. Letters (Sounds)	30	26				
	3. Initial Sounds (Words)	10	9				
	4. Final Sounds	10	5				
	5. Blends	10	10				100
WORD LIST	6. List 1A (PP)	40	38	37	39		
	7. List 1B (PPI)	100	85	89	90		
	8. List 1C (1st)	205	118	162	187		
	9. List 2A (2 ¹)	222			177		
	10. List 2B (2 ²)	178			117	2 ²	99
	11. List 3A (3 ¹)	415					
	12. List 3B (3 ²)	366					
	13. List 4 (4th)	421					
PARAGRAPHS	14. Preprimer (O)	38	38				
	15. Preprimer (S)	52	52				
	16. Primer (O)	54	49				
	17. Primer (S)	50	50				
	18. Grade 1 (O)	54	46				
	19. Grade 1 (S)	65	65				
	20. Grade 2 ¹ (O)	84	74	77	78		
	21. Grade 2 ¹ (S)	78	77	78	78		
	22. Grade 2 ² (O)	76		61	64		
	23. Grade 2 ² (S)	65			59	2 ²	91
	24. Grade 3 ¹ (O)	100					
	25. Grade 3 ¹ (S)	103					
	26. Grade 3 ² (O)	71					
	27. Grade 3 ² (S)	111					
	28. Grade 4 (O)	114					
	29. Grade 4 (S)	114					
SPELLING	30. List 1	32	17	17	18		
	31. List 2	32	5		17		
ARITHMETIC	32. Readiness in Pri. A.	40					
	33. No. Concepts	81	60				
	34. Comput. Skills	56	20		42		
	35. Time Concepts	44	29		42		
	36. Money Concepts	24	20				
	37. Measurements	24	42				
AVERAGE						2 ²	97

Student I, Huntsville

Grade: 5

Age: 12.3

Date entered resource room: September, 1970

A. How classroom teacher described this child: (comments from pre-screening form)

Third grade teacher stated that "I's" basic problem is reading. She stated that he substituted words of similar meaning, did not always distinguish the differences of letters, and did not know the alphabet in succession. She also felt he might have a speech impediment, yet she thought part of it was habit.

B. What I learned about this child during the diagnostic testing phase:

I found "I" to be hyperactive, distractable, impulsive young man with severe auditory problems. His I.Q. range was very interesting--Verbal - 90; Performance - 125; Full scale - 107. His visual motor skills, except for writing, were quite good.

C. Major Deficit areas--Specific things he could not do or had difficulty learning or retaining:

"I" has major difficulty learning to say such lists as the days of the week, the alphabet, and the months of the year. He is very low in auditory attention span, practical reasoning, and abstract verbal reasoning.

His reading skills are of very poor quality. Although he knows the individual phonetic sounds, last year, he absolutely could not blend sounds together to figure out a word. For example: he could say the sounds of b-a-t but could not join them together to say bat. His writing is very poor due to his fidgety, impulsive work habits.

Writing a sentence from dictation last year was nearly impossible. He would say some of the words to himself and then just not write them. For example, he would possibly write, "Sam writing a pen." if I asked him to write, "Sam is writing with a pen."

D. Methods and materials tried:

Failures: There are times when I feel that every method I tried with "I" has been a failure. Linguistic reading offered little help, learning vowel patterns such as all the spellings of the "long o" sound had little transfer, and working with experience stories proved to be more excitement than he could handle. Tape recording spelling was also most unsuccessful.

Successes: Behavior modification methods have been the break through with "I". At first, the rewards were candy; but as time went on, he earned points to have free time to work on science projects, play games, and watch filmstrips. He received points for writing, spelling, and exercises in reading. I've also found that the Open Court reading series have brought the most success to "I". DLM Auditory Tape Series have improved his auditory attention span markedly.

- E. What should be done in the future? (assuming there will be a resource room available to him if he will still be in elementary school) What are his chances for future success?

"I" has quite a mixed-up home situation, and unfortunately, he is not receiving the stability he so desperately needs. His close relative who is a teacher in this system still believes that his reading problems stem from the fact that "I's" teachers are not allowing him to read books that parallel his interests. His mother, in desperation at a conference this year with me, suggested that she might send him to a psychiatrist, but "I's" father saw no need for this. The mother also said she this year was sending off for a hearing aid for "I" because she really felt he couldn't hear. Last year, after a conference with me, they took "I" to an ear specialist in Fayetteville who found absolutely no physical impairments.

TWO-YEAR RECORD OF
ACHIEVEMENT IN LANGUAGE SKILLS
AND ARITHMETIC
SLD RESOURCE ROOM, HUNTSVILLE

Test #1 - September, 1970

Test #2 - May, 1971

Test #3 - April, 1972

STUDENT J GRADE 5 (1971-72)

SUBJ. AREA	ITEM	MAX. SCORE	SCORE TEST #1	SCORE TEST #2	SCORE TEST #3	HIGHEST LEVEL ATTAINED	PERCENTAGE SCORE ON HIGHEST ATTAINED LEVEL
PHONICS	1. Letters (Names)	30	30	30			
	2. Letters (Sounds)	30	20	28			
	3. Initial Sounds (Words)	10	10	10			
	4. Final Sounds	10	8	10			
	5. Blends	10	7	10			100
WORD LIST	6. List 1A (PP)	40	39				
	7. List 1B (PRI)	100	98				
	8. List 1C (1st)	205	195				
	9. List 2A (2 ¹ / ₂)	222	209				
	10. List 2B (2 ¹ / ₂)	178	170				
	11. List 3A (3 ¹ / ₂)	415	365				
	12. List 3B (3 ¹ / ₂)	366	295		363		
	13. List 4 (4th)	421	309		401	4th	95
PIPGAPPHS	14. Preprimer (O)	38	38				
	15. Preprimer (S)	52	51				
	16. Primer (O)	54	54				
	17. Primer (S)	50	50				
	18. Grade 1 (O)	54	54				
	19. Grade 1 (S)	65	63				
	20. Grade 2 ¹ (O)	84	83				
	21. Grade 2 ¹ (S)	78	78				
	22. Grade 2 ² (O)	76	76				
	23. Grade 2 ² (S)	65	64				
	24. Grade 3 ¹ (O)	100	100				
	25. Grade 3 ¹ (S)	103	102				
SPELL-ING	26. Grade 3 ² (O)	71	69				
	27. Grade 3 ² (S)	111	110				
	28. Grade 4 (O)	114	110				
	29. Grade 4 (S)	114	112			4th	98
	30. List 1	32					
ARITHMETIC	31. List 2	32	15	27			84
	32. Readiness in Pri. 7.	40					
ARITHMETIC	33. No. Concepts	81	78				
	34. Comput. Skills	56	19	39	65		
	35. Time Concepts	66	60				
	36. Money Concepts	26	12		16		
	37. Measurements	26	20		24		100
AVERAGE						4	95

Student J, Huntsville

Grade: 5

Age: 11.4

Date Entered Resource Room: September, 1970

A. How classroom teacher described this child: (comments from pre-screening form)

The third grade teacher stated that "J" lived in a dream world and had a short attention span. The teacher checked that "J" was hypoactive and had perceptual deficits. She stated that she did not follow directions, did not comprehend well in reading, and had a poor vocabulary.

B. What I learned about this child during the diagnostic testing phase:

I found "J" to be weak in math skills and fine motor skills. "J's" handwriting was poor and she was weak in spelling and story composition. She seemed very uninterested about being in my class.

C. Major deficit areas--Specific things he could not do or had difficulty learning or retaining:

Arithmetic reasoning, spatial form manipulation, visual memory, measurement relationships, writing. She had difficulty with subtraction; and in the area of arithmetic reasoning, she needed help with money problems, (counting, etc.) time, and weights and measures.

She had some difficulty with reversals of the common letters at first, in reading and in writing.

D. Methods and materials tried:

Failures: The Fairbanks Perceptual Motor Development Program did not seem to give "J" any help. I also felt that she really did not profit a great deal from writing lessons aimed to correct specific problems. For example, she had a great deal of difficulty with arch letters; but working on these letters specifically showed less progress than working on art activities which strengthened over-all fine motor skills.

Successes: Working with detect and various parquetry training programs was very profitable in improving visual perceptual problems. Problems in math such as figuring amount and cost of food to buy for a week from actual newspaper ads were great for "J". She went through workbooks dealing with

measuring and money, and growth was outstanding. The most successful projects were those dealing with growth of fine motor skills through art projects. Not only were the fine motor skills enhanced, but an awareness of her surroundings developed and an improvement in her self-concept was gained. This awareness and interest in learning was shown in her writing of stories and especially her deciding to learn the multiplication tables on her own--which she did!

- E. What should be done in the future? (assuming there will be a resource room available to him if he will still be in elementary school) What are his chances for future success?

"J" no longer needs the resource room, nor any special help. She has overcome her deficits and is having successful experiences in school. I would rate her chances for success quite high.

TWO-YEAR RECORD OF
ACHIEVEMENT IN LANGUAGE SKILLS
AND ARITHMETIC
SLD RESOURCE ROOM, HUNTSVILLE

Test #1 - September, 1970
Test #2 - May, 1971
Test #3 - April, 1972

STUDENT K GRADE 5 (1971-72)

SUBJ. AREA	ITEM	MIX. SCORE	SCORE TEST #1	SCORE TEST #2	SCORE TEST #3	HIGHEST LEVEL ATTAINED	PERCENTAGE SCORE ON HIGHEST ATTAINED LEVEL
PHONICS	1. Letters (Names)	30	26	30			
	2. Letters (Sounds)	30	4	21	23		77
	3. Initial Sounds (Words)	10	0	9	9		90
	4. Final Sounds	10	1	4	7		70
	5. Blends	10	8	5	6		60
WORD LIST	6. List 1A (PP)	40	37	39			
	7. List 1B (PRI)	100	82	92			
	8. List 1C (1st)	205	118	160	189	2 ¹	72
	9. List 2A (2 ¹)	222			160		
	10. List 2B (2 ¹)	178					
	11. List 3A (3 ¹)	415					
	12. List 3B (3 ¹)	366					
	13. List 4 (4th)	421					
PARAGRAPHS	14. Preprimer (O)	38	38	38			
	15. Preprimer (S)	52	51	52			
	16. Primer (O)	54	51	54			
	17. Primer (S)	50	49	50			
	18. Grade 1 (O)	54	45				
	19. Grade 1 (S)	65	64				
	20. Grade 2 ¹ (O)	84	74	76	81		
	21. Grade 2 ¹ (S)	78	75	76	77		
	22. Grade 2 ² (O)	76		63	65	2 ²	97
	23. Grade 2 ² (S)	65			63		
	24. Grade 3 ¹ (O)	100					
	25. Grade 3 ¹ (S)	103					
	26. Grade 3 ² (O)	71					
	27. Grade 3 ² (S)	111					
SPELLING	28. Grade 4 (O)	114					
	29. Grade 4 (S)	114					
	30. List 1	32	8	13	20		63
	31. List 2	32	0				
ARITHMETIC	32. Readiness in Pri. A.	40					
	33. No. Concepts	81					
	34. Comput. Skills	56	17		28		50
	35. Time Concepts	44	14	41			
	36. Money Concepts	24	23				
	37. Measurements	24	11				
AVERAGE						2 ²	72

Student , Huntsville

Grade:

Age: 12³

Date Entered Resource Room: September, 1970

A. How classroom teacher described this child: (comments from pre-screening form)

Third grade teacher stated that "K's" problems lie in reading, especially comprehension--also spelling. She stated that "K" had a short attention span, had perceptual deficits, and suffered from a speech defect.

B. What I learned about this child during the diagnostic testing phase:

I found "K" a very low achiever in all areas tested. She was very reluctant to speak, and her speech problems of "s & f" sounds, especially "s" blends, make her quite difficult to understand.

C. Major deficit areas--Specific things he could not do or had difficulty learning or retaining:

"K" seems to be unable to develop any method of word attack in reading. She miscalls common words constantly. She has a great deal of difficulty with any sort of rhyme work. Blending a word has little meaning for her.

She is very low in spelling skills; and of course, any phonetic approach is a waste of time.

"K" reverses letters in reading as well as writing. Her gross motor skills are also very low.

D. Methods and materials tried:

Failures: Any form of linguistic reading which I tried was a waste of time. Open Court was not successful, although it is multisensory, because it contains too much phonics for "K". Her writing was not markedly improved by structured writing paper or specific work on letter formations.

Successes: Work in the Frostig program, the Pathway Perceptual-Motor Development Program, and extensive work in parquetry proved very worthwhile. Experience stories, at least, renewed her interest in reading. Spelling taught in a multi-sensory manner using blocks, letters, etc., was successful. Her fine motor skills have grown through art projects such

as painting, weaving and stitchery. I was finally successful in teaching her to skip by enlisting the aid of another teacher, and the three of us holding hands skipped all over together until "K" was able to master the pattern and rhythm of the skill herself.

- E. What should be done in the future? (assuming there will be a resource room available to him if he will still be in elementary school) What are his chances for future success?

"K" needs to have specialized instruction all during the day, rather than just for an hour. Lacking this, she needs to be in the resource room for many years to come. If she does not continue to receive special help, there is little hope of her succeeding in school in the future.

- F. Other observations and recommendations.

"K" actually did not have the I.Q. (Verbal - 86; Performance - 89; Full Scale - 86) for the Resource Room. Perhaps if she had had a stimulating home environment or some extra help in her favor, the resource room would have been able to really get things going for her. However, her home environment is very poor, and she has not found the help she so desperately needs. Her classroom teachers have just been unable to find much time to give her a great deal of individual help.

TWO-YEAR RECORD OF
ACHIEVEMENT IN LANGUAGE SKILLS
AND ARITHMETIC
SLD RESOURCE ROOM, HUNTSVILLE

Test #1 - September, 1970
Test #2 - May, 1971
Test #3 - April, 1972

STUDENT L GRADE 5 (1971-72)

SUBJ. AREA	ITEM	MAX. SCORE	SCORE TEST #1	SCORE TEST #2	SCORE TEST #3	HIGHEST LEVEL ATTAINED	PERCENTAGE SCORE ON HIGHEST ATTAINED LEVEL
PHONICS	1. Letters (Names)	30	30				
	2. Letters (Sounds)	30	10	29			97
	3. Initial Sounds (Words)	10	2	9			90
	4. Final Sounds	10	1	9			90
	5. Blends	10	7	10			100
WORD LIST	6. List 1A (PP)	40	39				
	7. List 1B (PPI)	100	93				
	8. List 1C (1st)	205	180				
	9. List 2A (2 ¹)	222	184				
	10. List 2B (2 ²)	178	138				
	11. List 3A (3 ¹)	415	235		370		
	12. List 3B (3 ²)	366			293		
	13. List 4 (4th)	421			279	4th	66
PARAGRAPHS	14. Preprimer (O)	38	36				
	15. Preprimer (S)	52	44				
	16. Primer (O)	54	53				
	17. Primer (S)	50	48				
	18. Grade 1 (O)	54	48				
	19. Grade 1 (S)	65	64				
	20. Grade 2 ¹ (O)	84	81				
	21. Grade 2 ¹ (S)	78	78				
	22. Grade 2 ² (O)	76	73				
	23. Grade 2 ² (S)	65	63				
	24. Grade 3 ¹ (O)	100	93		99		
	25. Grade 3 ¹ (S)	103	100		101		
	26. Grade 3 ² (O)	71			69		
SPELL-ING	27. Grade 3 ² (S)	111			111		
	28. Grade 4 (O)	114			110		
	29. Grade 4 (S)	114			113	4th	99
	30. List 1	32					
SPELL-ING	31. List 2	32	19	24	29		91
	32. Readiness in Pri. A.	40					
ARITHMETIC	33. No. Concepts	81	65				
	34. Comput. Skills	56	17	34	43		
	35. Time Concepts	44	44				
	36. Money Concepts	24	23				
	37. Measurements	24	36				
AVERAGE						4	89

Student L, Huntsville

Grade: 5

Age: 11.8

Date Entered Resource Room: September, 1970

A. How classroom teacher described this child:

A pre-screening form was not filled out for "L" as she was a substitute for a child who was moving. This was all done two years ago. The examiner felt that she definitely needed help, however.

B. What I learned about this child during the diagnostic testing phase:

I found "L" to be weak in visual-motor memory skills, common sense reasoning, conceptual skills, and spelling skills. "L's" self-concept at the time of initial testing seemed very low; and though she would try any task, she became easily frustrated and discouraged.

C. Major Deficit areas--Specific things he could not do or had difficulty learning or retaining:

"L" had a great deal of difficulty with the basic math facts. She really did not have a firm foundation of the addition facts; and therefore, the subtraction, multiplication and division problems caused her a great deal of difficulty.

She had some weakness in word attack skills and had difficulty distinguishing similar phonetic sounds.

Arithmetic reasoning and spelling are her major deficit areas. Her gross motor skills of walking, throwing, muscular strength, balance, and rhythm were weaknesses.

D. Methods and materials tried:

Failures: The Kottmeyer spelling program did not prove very successful for "L". Also, attempts to improve her visual-motor memory skills through the use of the TACH-X were failures. Working on "canned" story problems from old math books didn't seem to improve her arithmetic reasoning skills.

Successes: "L" responded to teaching with concrete objects. Her math, using blocks and other aids improved quickly. Building the shapes of spelling words with blocks was very successful also. She gained many skills in language, general information, and spelling from working with the Ginn Series, "Can You Imagine?" A phonetic approach to spelling was very good and math games and crossnumber math puzzles were successful.

- E. What should be done in the future? (assuming there will be a resource room available to him if he will still be in elementary school) What are his chances for future success?

"L" would profit from placement in the resource room next year to strengthen her newly acquired skills in conceptual areas and spelling. However, she has learned many concepts that she is able to transfer to the classroom; and I feel she will experience an average school career even without any more specialized teaching whatsoever.

- F. Other observations and recommendations.

"L's" self-concept has improved greatly during these past two years. She no longer cries when she is not immediately successful and eagerly tries any task. Actually, she often is so proud of her successes that she sometimes appears a bit "smug" toward her other classmates. Quite a change from the quiet, shy little girl of two years ago.

TWO-YEAR RECORD OF
ACHIEVEMENT IN LANGUAGE SKILLS
AND ARITHMETIC
SLD RESOURCE ROOM, HUNTSVILLE

Test #1 - September, 1970
Test #2 - May, 1971
Test #3 - April, 1972

STUDENT N GRADE 5 (1971-72)

SUBJ. AREA	ITEM	MAX. SCOPE	SCORE TEST #1	SCORE TEST #2	SCORE TEST #3	HIGHEST LEVEL ATTAINED	PERCENTAGE SCORE ON HIGHEST ATTAINED LEVEL
PHONICS	1. Letters (Names)	30	28				
	2. Letters (Sounds)	30	14	27			90
	3. Initial Sounds (Words)	10	9	9			90
	4. Final Sounds	10	7	10			100
	5. Blends	10	9	10			100
WORD LIST	6. List 1A (PP)	40	36				
	7. List 1B (PRI)	100	92				
	8. List 1C (1st)	205	178				
	9. List 2A (2 ¹)	222	176	214		2 ²	93
	10. List 2B (2 ²)	178	129	166			
	11. List 3A (3 ¹)	415	267				
	12. List 3B (3 ²)	366					
	13. List 4 (4th)	421					
PARAGRAPHS	14. Preprimer (O)	38	36				
	15. Preprimer (S)	52	52				
	16. Primer (O)	54	53				
	17. Primer (S)	50	50				
	18. Grade 1 (O)	54	54				
	19. Grade 1 (S)	65	65				
	20. Grade 2 ¹ (O)	84	81				
	21. Grade 2 ¹ (S)	78	78				
	22. Grade 2 ² (O)	76	71				
	23. Grade 2 ² (S)	65	64				
	24. Grade 3 ¹ (O)	100	95				
	25. Grade 3 ¹ (S)	103	101				
SPELLING	26. Grade 3 ² (O)	71	68				
	27. Grade 3 ² (S)	111	110				
ARITHMETIC	28. Grade 4 (O)	114	105				
	29. Grade 4 (S)	114	110				96
	30. List 1	32	20	28			
	31. List 2	32	4	13	23		72
ARITHMETIC	32. Readiness in Pri. A.	40					
	33. No. Concepts	81	68				
	34. Comput. Skills	56	17	35			63
	35. Time Concepts	44	41				
	36. Money Concepts	24	19				
	37. Measurements	24	35	43			18
AVERAGE						3+	80

Student M, Huntsville

Grade: 5

Age: 11.8

Date Entered Resource Room: September, 1970

NOTE: "M" moved to Texas before any post tests could be given; therefore, I can only report her progress in this narrative.

A. How classroom teacher described this child: (comments from --screening form)

Third grade classroom teacher felt that "M" had perceptual deficits. She stated that she had trouble with reading, spelling and math. Teacher said she was a well-adjusted child who got along well with the other children.

B. What I learned about this child during the diagnostic testing phase:

"M" has a mild speech articulation defect. She was spelling on second grade level and reading on very low third. Although the examiner felt that she had no notable deficits, I definitely think that she is a child with specific learning disabilities.

C. Major deficit areas--Specific things he could not do or had difficulty learning or retaining:

"M" had a great deal of difficulty with conceptual skills. Even at fourth grade, she was still having difficulty with such problems as $\square - 8 = 20$, and $6 + \square = 13$. Multiplication had little meaning for her, and only after an extended period of time, did she understand the relationship between adding and multiplying.

She had problems with spelling; and approaching it phonetically offered very slow progress. She had difficulty with directionality, and her weakness in visual-motor memory made spelling even more difficult for her to master.

D. Methods and materials tried:

Failures: Attempting to teach spelling through similar words such as first teaching the word "sing" and then extending to work with such words as "bring, thing, ring, etc.", had very little carry-over value. Also, working in math, "M" would gain little permanent understanding from work with the abacus or blocks.

Successes: "M" was able to master multiplication by working out the facts by expanded addition--such as: $6 \times 7 = 6 + 6 + 6 + 6 + 6 + 6 + 6$. She was successful in strengthening her basic addition facts by tape recorded time tests. Behavior modification techniques were responsible for much progress in spelling. Real-life, math-related problems strengthened her reasoning abilities. The workbook, "Time and Telling Time" was very successful material for "M".

- E. What should be done in the future? (assuming there will be a resource room available to him if he will still be in elementary school) What are his chances for future success?

"M" would profit by another year in the resource room; however, due to her strong desire to succeed and curiosity in learning, I know she will have an average school career even though she still has a great deal of difficulty in spelling and math. We have worked with a dictionary a lot, and she realizes that this book will have to be her best friend. Math will always be her weakest area; however, according to her fifth grade teacher this year, she really did excellent thinking in the geometry section of their text.

TWO-YEAR RECORD OF
ACHIEVEMENT IN LANGUAGE SKILLS
AND ARITHMETIC
SLD RESOURCE ROOM, HUNTSVILLE

STUDENT AA GRADE 2 (1971-72)

Test #1 - November, 1971
Test #2 - April, 1972

SUBJ. AREA	ITEM	MAX. SCORE	SCORE TEST #1	SCORE TEST #2	SCORE TEST #3	HIGHEST LEVEL ATTAINED	PERCENTAGE SCORE ON HIGHEST ATTAINED LEVEL
PHONICS	1. Letters (Names)	30	28				
	2. Letters (Sounds)	30	23	25			
	3. Initial Sounds (Words)	10	3	8			80
	4. Final Sounds	10	0	8			80
	5. Blends	10	0	9			90
WORD LIST	6. List 1A (PP)	40	39				
	7. List 1B (PRI)	100	79	91			
	8. List 1C (1st)	205		156		1	76
	9. List 2A (2 ¹)	222					
	10. List 2B (2 ²)	178					
	11. List 3A (3 ¹)	415					
	12. List 3B (3 ²)	366					
	13. List 4 (4th)	421					
PARAGRAPHS	14. Preprimer (O)	38	37				
	15. Preprimer (S)	52	52				
	16. Primer (O)	54	52				
	17. Primer (S)	50	50				
	18. Grade 1 (O)	54	48	50			
	19. Grade 1 (S)	65	64	63			
	20. Grade 2 ¹ (O)	84		75			
	21. Grade 2 ¹ (S)	78		74		2 ¹	95
	22. Grade 2 ² (O)	76					
	23. Grade 2 ² (S)	65					
	24. Grade 3 ¹ (O)	100					
	25. Grade 3 ¹ (S)	103					
	26. Grade 3 ² (O)	71					
	27. Grade 3 ² (S)	111					
	28. Grade 4 (O)	114					
	29. Grade 4 (S)	114					
SPELLING	30. List 1	32	11	15			47
	31. List 2	32					
ARITHMETIC	32. Readiness in Pri. A.	40					
	33. No. Concepts	81	50	62			77
	34. Comput. Skills	56	5	12			21
	35. Time Concepts	44	23	31			70
	36. Money Concepts	24	7	10			42
	37. Measurements	24					
AVERAGE						2-	68

Student AA, Huntsville

Grade: 2

Age: 7.10

Date Entered Resource Room: November 30, 1971

A. How classroom teacher described this child: (comments from pre-screening form)

First grade teacher stated that this child had so many of the characteristics of the child she had seen in the movie, "Early Recognition of Children with SLD." She stated that "AA" could not keep up with anything, was hypoactive, had gross and fine coordination problems, perceptual deficits, misinterpreted verbal instructions, and had poor hand-eye coordination.

B. What I learned about this child during the diagnostic testing phase:

I found "AA" to be a cooperative child who has major problems in visual perception. She is strabismic. I did not feel that she was hypoactive at all. "AA" is very eager to please. Operates far below grade and age level.

C. Major deficit areas--Specific things he could not do or had difficulty learning or retaining:

"AA" tested out two years below her age level in the Frostig subtests of Figure-Ground and Constancy of Shape. Her writing is very poor, including poor pencil position. She is low in math--especially in arithmetic reasoning. She has difficulty with left and right and performs such tasks as cutting, reproduction of designs, and batting a ball at a target very poorly.

D. Methods and materials tried:

Failures: Since I have only had "AA" five months, I really do not feel that we had a good chance to evaluate what is not working. She did not respond well to using a jack ball on her pencil to improve pencil position, nor did structuring the top of her desk with masking tape and a hand-cut-out improve her paper position. Continental Press Visual-Motor work sheets seem to provide little help.

Successes: Having completed Book 1 in Detect, I feel that this is the most successful material that "AA" has worked with. Her organization of space, directionality and shape constancy skills have all improved. The Pathway program, cutting, gross motor activities such as balance and throwing skills, have all been successful. The Fairbanks Program in the area of figure-ground seems to be helping this area of her perceptual skills. "Twister" is helpful for directionality.

- E. What should be done in the future? (assuming there will be a resource room available to him if he will still be in elementary school) What are his chances for future success?

"AA" needs to be continued in the resource room in order for her to overcome her many deficit areas. If she continues to receive specialized training, she should be able to operate in an average manner after two more years in the resource room.

- F. Other observations and recommendations (comments of "AA's" second grade teacher).

"AA's" printing has greatly improved. Her written work is neater in general. Also, she keeps her desk neater. She does quite well orally in addition and multiplication combinations.

TWO-YEAR RECORD OF
ACHIEVEMENT IN LANGUAGE SKILLS
AND ARITHMETIC
SLD RESOURCE ROOM, HUNTSVILLE

STUDENT BB GRADE 3 (1971-72)

Test #1 - April, 1971
Test #2 - April, 1972

SUBJ. AREA	ITEM	MAX. SCORE	SCOPE TEST #1	SCOPE TEST #2	SCOPE TEST #3	HIGHEST LEVEL ATTAINED	PERCENTAGE SCORE ON HIGHEST ATTAINED LEVEL
PHONICS	1. Letters (Names)	30	30				
	2. Letters (Sounds)	30	15	28			93
	3. Initial Sounds (Words)	10	0	10			100
	4. Final Sounds	10	0	9			90
	5. Blends	10	0	10			100
WORD LIST	6. List 1A (PP)	40	35	40			
	7. List 1B (PRI)	100	84	100			
	8. List 1C (1st)	205	15	173			
	9. List 2A (2 ¹)	222		169			
	10. List 2B (2 ²)	178		134			
	11. List 3A (3 ¹)	415		231		3 ¹	56
	12. List 3B (3 ²)	366					
	13. List 4 (4th)	421					
PARAGRAPHS	14. Preprimer (O)	38	38				
	15. Preprimer (S)	52	52				
	16. Primer (O)	54	52				
	17. Primer (S)	50	50				
	18. Grade 1 (O)	54	47	54			
	19. Grade 1 (S)	65	64	66			
	20. Grade 2 ¹ (O)	84	77	79			
	21. Grade 2 ¹ (S)	78		77			
	22. Grade 2 ² (O)	76		72			
	23. Grade 2 ² (S)	65		62			
	24. Grade 3 ¹ (O)	100		94			
	25. Grade 3 ¹ (S)	103		100		3 ¹	97
	26. Grade 3 ² (O)	71					
	27. Grade 3 ² (S)	111					
	28. Grade 4 (O)	114					
	29. Grade 4 (S)	114					
SPELLING	30. List 1	32	2	20			66
	31. List 2	32					
ARITHMETIC	32. Readiness in Pri. A.	40					
	33. No. Concepts	81	63				
	34. Comput. Skills	56	12	31			55
	35. Time Concepts	44	22	43			98
	36. Money Concepts	24	18				
	37. Measurements	24					
AVERAGE						3 ¹	84

Student BB, Huntsville

Grade: 3

Age: 9.2

Date Entered Resource Room: April 27, 1971

A. How classroom teacher described this child: (comments from pre-screening form)

Second grade teacher stated that "BB's" attention wandered easily, had difficulty remembering sounds of letters or commonly used words, and wrote poorly. She felt he had difficulty in every area except arithmetic. Also she stated that he was distractable.

B. What I learned about this child during the diagnostic testing phase:

"BB" is a very personable, work-oriented, cooperative youngster. His attention span is quite good, and he is not hyperactive. There was no indication of visual perceptual or fine visual-motor coordination deficits.

C. Major deficit areas--Specific things he could not do or had difficulty learning or retaining:

"BB's" reading was at least 1 1/2 years behind grade level when he entered the resource room. He read too fast and had poor word attack skills.

In spelling, he was lost in trying to match the phonetic sounds with the written letter.

He was very reluctant to try cursive writing; and when he did, he did his work very slowly.

D. Methods and materials tried:

Failures: In "BB's" case, the Open Court reading series was not the most successful method of reading for him because he did not need to establish an approach to reading. He already had one. Open Court with its unique methods was too burdensome for "BB". He needed reinforcement and extension of skills rather than a complete new foundation.

Successes: Any "pure" phonics work was very profitable for "BB". Kottmeyer spelling instruction worked well. "BB's" handwriting skills were enhanced by the detailed instruction offered in "Visual, Auditory, Kinesthetic, Tactile Skills to Reading Writing and Spelling."

- E. What should be done in the future? (assuming there will be a resource room available to him if he will still be in elementary school) What are his chances for future success?

"BB" would profit by another year in the resource room to bring his academic work up to an average level. If he does receive this specialized instruction, I feel he will have successful school experiences.

- F. Other observations and recommendations. (Comments from "BB's" third grade teacher)

"BB" is not the same child now as at the beginning of this school term. I don't mean that he is excelling in any one category, but he has improved noticeably in every activity. He is curious, anxious, interested, relaxed, and most important, a happy child. He is critical of his work, is aware of times that he does well, and loves praise and approval. He is also aware of times he does not do his best, and is willing to try again. One thing especially I notice is that he now plans, or organizes, his written work before he starts. He still needs more time than that for an average student; but give him time, some approval, a touch of interest--and he can please the teacher, which he likes to do!

TWO-YEAR RECORD OF
ACHIEVEMENT IN LANGUAGE SKILLS
AND ARITHMETIC
SLD RESOURCE ROOM, HUNTSVILLE

Test #1 - April, 1971

Test #2 - April, 1972

STUDENT CC GRADE 5 (1971-72)

SUBJ. AREA	ITEM	MAX. SCORE	SCORE TEST #1	SCORE TEST #2	SCORE TEST #3	HIGHEST LEVEL ATTAINED	PERCENTAGE SCORE ON HIGHEST ATTAINED LEVEL
PHONICS	1. Letters (Names)	30	30				100
	2. Letters (Sounds)	30	26				87
	3. Initial Sounds (Words)	10	10				100
	4. Final Sounds	10	10				100
	5. Blends	10	10				100
WORD LIST	6. List 1A (PP)	40					
	7. List 1B (PRI)	100					
	8. List 1C (1st)	205					
	9. List 2A (2 ¹)	222					
	10. List 2B (2 ²)	178					
	11. List 3A (3 ¹)	415					
	12. List 3B (3 ²)	366					
	13. List C (4th)	421					
PARAGRAPHS	14. Preprimer (O)	38					
	15. Preprimer (S)	52					
	16. Primer (O)	54					
	17. Primer (S)	50					
	18. Grade 1 (O)	54					
	19. Grade 1 (S)	65					
	20. Grade 2 ¹ (O)	84					
	21. Grade 2 ¹ (S)	78					
	22. Grade 2 ² (O)	76	72				
	23. Grade 2 ² (S)	65	65				
	24. Grade 3 ¹ (O)	100	99				
	25. Grade 3 ¹ (S)	103	103				
	26. Grade 3 ² (O)	71	65				
	27. Grade 3 ² (S)	111	111				
SPELLING	28. Grade 4 (O)	114	107				
	29. Grade 4 (S)	114	113			4	99
	30. List 1	32					
INC	31. List 2	32	19	29			91
	32. Readiness in Pri. A.	40					
ARITHMETIC	33. No. Concepts	81	65				
	34. Comput. Skills	56	33	41			
	35. Time Concepts	44	43				
	36. Money Concepts	24	20				
	37. Measurements	24					
AVERAGE						4	94

Student CC, Huntsville

Grade: 5

Age: 11.6

Date Entered Resource Room: April 12, 1971

A. How classroom teacher described this child: (Comments from pre-screening form)

The fourth grade teacher stated that "CC" has gross motor problems, poor hand-eye coordination, difficulty with reading, writing, arithmetic, and spelling. She stated his writing was atrocious, and he was unable to copy any mark from the board.

B. What I learned about this child during the diagnostic testing phase:

Very poor fine motor skills--writing is almost illegible--reading on grade level with good comprehension. Spelling was poor but mainly due to writing difficulties. He tried very hard to compensate for his difficulties through "chit-chatting" constantly.

C. Major deficit areas--Specific things he could not do or had difficulty learning or retaining:

Writing--poor size of letters--some reversals--wrote too fast
Spelling--a year behind grade level
Math--weak in problem solving skills and reasoning--multiplication was also a problem
Fine motor skills such as cutting, playing jacks, hitting a ball suspended from a string with a bat (Pathway) were very poor

D. Methods and materials tried:

Failures: Frostig materials (worksheets) seemed to give very little help. A larger size pencil or even a pencil with a rubber ball on it did not give any help for his writing problem. Tracing designs and writing showed very little worth in "CC's" progress.

Successes: Any combination of art activities with fine motor skills such as various forms of stitchery, cutting-out sport pictures to make a poster, building a loom, and weaving were outstanding. Color-lined paper and an extensive review of letter shapes and practice in single and joined letters using various writing tools were successful. The black parquetry set with its exercises was very good. Pathway and the workbooks in Reading/Thinking Skills were excellent for "CC". His math skills improved through working with the money workbook, "Money Makes Sense," and spelling was improved through studying phonetic patterns and work in "Dr. Spello."

- E. What should be done in the future? (assuming there will be a resource room available to him if he will still be in elementary school) What are his chances for future success?

I feel like "CC" does not need the help of the resource room teacher any longer. His grades in writing in his classroom are now average, and he is making above average grades in other areas. I feel that he will have successful school experiences from now on.

- F. Other observations and recommendations:

One very rewarding fact that came from working with "CC" was that his eye doctor said that he no longer needed to wear glasses. The doctor stated that through the specific work I did in strengthening his visual-perceptual skills and hand-eye coordination skills, his eyes no longer needed glasses. "CC" and his parents were thrilled. The eye doctor had "CC" on a program parallel with mine for quite a while before he came to the resource room. Apparently that program, together with the help he received in the resource room did the trick!

TWO-YEAR RECORD OF
ACHIEVEMENT IN LANGUAGE SKILLS
AND ARITHMETIC
SLD RESOURCE ROOM, HUNTSVILLE

Test #1 - April, 1971

Test #2 - April, 1972

STUDENT DD GRADE 1 (1971-72)

SUBJ. AREA	ITEM	MAX. SCORE	SCORE TEST #1	SCORE TEST #2	SCORE TEST #3	HIGHEST LEVEL ATTAINED	PERCENTAGE SCORE ON HIGHEST ATTAINED LEVEL
	1. Letters (Names)	30	18	28			93
	2. Letters (Sounds)	30	0	22			73
	3. Initial Sounds (Words)	10	0	9			90
	4. Final Sounds	10	0	9			90
	5. Blends	10	0	8			80
	6. List 1A (PP)	40	27	38			
	7. List 1B (PRI)	100	2	74			
	8. List 1C (1st)	205		100		1	49
	9. List 2A (2 ¹)	222					
	10. List 2B (2 ²)	178					
	11. List 3A (3 ¹)	415					
	12. List 3B (3 ²)	366					
	13. List 4 (Ath)	421					
	14. Preprimer (O)	38	23	38			
	15. Preprimer (S)	52		52			
	16. Primer (O)	54		53			
	17. Primer (S)	50		48			
	18. Grade 1 (O)	54		44			
	19. Grade 1 (S)	65		58		1	89
	20. Grade 2 ¹ (O)	84					
	21. Grade 2 ¹ (S)	78					
	22. Grade 2 ² (O)	76					
	23. Grade 2 ² (S)	65					
	24. Grade 3 ¹ (O)	100					
	25. Grade 3 ¹ (S)	103					
	26. Grade 3 ² (O)	71					
	27. Grade 3 ² (S)	111					
	28. Grade 4 (O)	114					
	29. Grade 4 (S)	114					
	30. List 1	32					
	31. List 2	32					
	32. Readiness in Pri. A.	40					
	33. No. Concepts	81	18	49			60
	34. Comput. Skills	56	3	8			
	35. Time Concepts	44	0	14			32
	36. Money Concepts	24	0				
	37. Measurements	24	0				
AVERAGE						1	67

Student DD, Huntsville

Grade: 1

Age: 8'4

Date Entered Resource Room: April 13, 1971

A. How classroom teacher described this child: (comments from pre-screening form)

In describing "DD's" academic problem, the teacher stated, "He is lost more of the time in all academic work. Pretends he knows, and really, I think he wants very much to learn. His interest span is very short. He seems to me to have some mental problem when it comes to learning."

B. Behavioral patterns:

"DD's" a very personable, cooperative, eager youngster who is somewhat overactive. His major symptoms include slow auditory processing, short attention span, hyperactivity and articulation disorder. He was rated on the Gates as a non-reader. He has no major visual perception or visual-motor coordination deficits.

C. Major deficit areas--Specific things he could not do or had difficulty learning or retaining:

"DD" did not know colors, numbers, items in sequential order (names of days) and had absolutely no word attack skills. His processing of auditory information was so slow that I absolutely had to be sure that his attention had been obtained before I proceeded with short verbal directions. It is very difficult for him to learn names of anything such as colors, and mastering these problems require weeks of work. In learning letters and sounds, he had a great deal of difficulty distinguishing between "l" and "n". Math is also a major deficit area.

D. Methods and materials tried:

Failures: When I first attempted to teach "DD" the names of the days of the week, I would point to the days on the calendar, say them, and then try to get him to repeat them. We went through a month of agony like this with no progress whatsoever. Finally, one day, just out of frustration, I wrote the names on word cards (he had no reading skills at this point) and gave them to him to look at as he recited the days and wham! he learned them almost instantly with just the help of those word cards as visual cues.

Successes: Open Court has been most successful for his reading. Using cursive writing instruction (something he is wild to learn because he will be ahead of his classmates) as a reward for progress in his reading has worked wonderfully. His strong visual-motor skills allow cursive writing to be very easy for him to master. The DLM Auditory Tapes have improved his auditory processing amazingly. "DD" also responds well in working with older boys in reading games. He is able to beat them in gross-motor games easily.

- E. What should be done in the future? (assuming there will be a resource room available to him if he will still be in elementary school) What are his chances for future success?

Although "DD" has made outstanding progress this past year, I feel like he would profit greatly from the resource room for at least one more year. If he continues to receive specialized help, I feel he will be successful in school in the years to come.

- F. Other observations and recommendations. (Comments from "DD's" present teacher)

"DD's" listening ability in the classroom has improved. He still has trouble listening quietly to all instructions and wants to begin before everything is ready. He is very willing to tackle nearly any problem on lessons. At the beginning of school, this was not so. He even would say that he couldn't do this or that and wouldn't try. Also, now he works very hard to sound out words that are unfamiliar. Much progress has been shown here. He has gained self-confidence and is even able to discipline himself more now.

Affective Domain

Objective II A-2. Students will display a positive response and value for the school environment as demonstrated through their self-esteem and their self-directed activities as measured by teacher-made rating scales.*

II A-2

In the affective domain, it was learned that these students rated themselves high, using the HERDC self-image survey scale. Their average (one resource room) was 3.99 out of a possible 5.0. This was the highest average score made among the five groups tested. The high score may be attributed to the fact that there was special effort to elevate student self-image within this group. Also, the individual attention given to these students by the instructor probably helped the students to feel good about their achievements.

The same group scored an average of 4.12 on post-test. On a test of significance, using the .01 level of significance for a two-tailed test, at 14 df, a t of .60 was obtained, showing that the gain of .13 between pre- and post-test was not significant. See Table XXIII. A summary of all groups tested on the Self-Image Survey is shown in Table XXIV.

Other evaluative results may be found by reading the case histories of all SLD students in the two resource rooms of this project. These descriptions were written by the resource room teachers.

*The Self-Image Survey Scale was not developed and ready for use until the second year of this project.

TABLE XXIII

COMPARISON OF PRE- AND POST-TEST SCORES
 SLD RESOURCE ROOM, HARRISON
 SELF-IMAGE SURVEY

ITEM	SLD RESOURCE ROOM	GAIN
	PRE-TEST / POST-TEST	
1. I am neat and clean	*4.13/4.40	.27
2. I like the clothes I wear	4.36/4.53	.17
3. I am happy and cheerful	4.47/3.87	.60
4. I am good looking (pretty)	3.20/3.33	.13
5. I am good to other people	4.47/4.47	.00
6. I am smart	3.43/3.20	-.23
7. I am brave	4.33/4.47	.14
8. I am healthy	4.00/4.20	.20
9. I am strong	4.40/4.27	-.13
10. Other children like me	4.07/4.07	.00
11. Grown'ups like me	4.07/4.53	.46
12. I am a leader	3.73/4.00	.27
13. I am good in games and sports	4.07/4.33	.26
14. When I grow up, I will be famous	3.07/3.93	.86
GROUP AVERAGES	3.99/4.12	.13

*First figure represents pre-test; second figure, post-test.

This test was not developed and ready for use until the second year of this project.

TABLE XXIV
AVERAGE SCORES ON EACH
TEST ITEM, ALL GROUPS TESTED
SELF-IMAGE SURVEY

ITEM	SLD RESOURCE FOOT	5TH GRADE CLASS #1	5TH GRADE CLASS #2	5TH GRADE CLASS #3	COMBINED AVERAGES
1. I am neat and clean	*4.13/4.40	4.05	**3.71/4.00	3.99	4.03
2. I like the clothes I wear	4.36/4.53	4.63	4.50/4.35	4.63	3.50
3. I am happy and cheerful	4.47/3.87	4.17	3.86/4.00	4.00	4.06
4. I am good looking (pretty)	3.20/3.33	3.03	3.07/3.29	3.37	3.22
5. I am good to other people	4.47/4.47	3.91	3.86/4.07	3.47	4.04
6. I am smart	3.43/3.20	3.40	3.00/3.07	3.31	3.24
7. I am brave	4.33/4.47	4.00	4.21/3.79	4.05	4.14
8. I am healthy	4.00/4.20	3.89	3.93/3.71	3.84	3.93
9. I am strong	4.40/4.27	3.83	3.71/3.93	4.11	4.04
10. Other children like me	4.07/4.07	3.94	3.43/3.36	3.79	3.78
11. Grown'ups like me	4.07/4.53	4.43	4.07/3.71	4.00	4.14
12. I am a leader	3.73/4.00	3.23	3.07/3.07	3.00	3.35
13. I am good in games and sports	4.07/4.33	4.14	3.64/3.79	4.00	4.00
14. When I grow up, I will be famous	3.07/3.93	3.03	2.29/2.50	3.21	3.01
GROUP AVERAGES	3.99/4.12	3.84	3.60/3.62	3.76	3.62

*First figure represents pre-test; second figure, post-test

**First figure represents first test taken March 27; second figure, re-test taken March 31.

The correlation between test and re-test was .82, showing that the test is reliable.

Psychomotor Domain

Objective II A-3. Students whose learning disabilities are related to a sensory deficit in motor response will show gain in imitation and manipulation as related to the process of speech, language, reading, writing, and arithmetic, as measured by observation by specialist teachers and consultants.

II A-3

A sample testing showed a gain of 9.8 percent between pre- and post-test over a two-year period on visual perceptual motor skills (Table XXV), and a gain of 59 percent on gross motor skills (Tables XXVI and XXVII). Table XXVIII shows the two-year gain of each student in sensory-motor skills to be 40 percent. The gain in auditory perceptual-motor skills (Table XXIX) was 26 percent. Table XXX shows that nine out of ten students obtained a perfect score in time concepts on post-test.

TABLE XXV
(OBJECTIVE II A-3)

ACHIEVEMENT IN
PERCEPTUAL MOTOR SKILLS (VISUAL)
SLD RESOURCE ROOM, HARRISON

STUDENT	SKILLS IN WHICH GAIN WAS MADE								POSSIBLE SCORE	PRE-TEST SCORE FILL, 1970	SCOPE SPRING, 1971	POST-TEST SCORE SPRING, 1972	GAIN	PERCENTAGE GAIN
	COORDINATION AND PURSUIT	FORM DISCRIMINATION	FIGURE-GROUND DISCRIMINATION	VISUAL MEMORY	VISUAL-MOTOR MEMORY	VISUAL-MOTOR FINE MUSCLE	VISUAL-MOTOR SPEED OF LEARNING	VISUAL-MOTOR INTEGRATION						
B							X		40	31	32	33	2	6.45
C				X		X			40	29	31	32	3	10.34
D			X						40	32	32	34	2	6.25
E									40					
F									40					
G									40	32	32	32	0	0.00
H				X				X	40	30	30	32	2	6.66
I	X		X	X	X				40	26	28	32	6	23.08
J			X						40	32	32	33	1	3.13
K	X	X	X	X	X	X	X	X	40	23	24	32	9	39.13
L									40					
M				X	X			X	40	29	30	33	4	13.79
N									40	32	32	32	0	0.00
AVERAGES									40	29.60	30.30	32.50	2.9	9.80

TABLE XXVI
(OBJECTIVE II A-3)

ACHIEVEMENT IN
GROSS MOTOR SKILLS
SLD RESOURCE ROOM, HARRISON

STUDENT	SKILLS IN WHICH GAIN WAS MADE									POSSIBLE SCORE	PRE-TEST SCORE FALL, 1970	SCORE SPRING, 1971	POST-TEST SCORE SPRING, 1972	GAIN	PERCENTAGE GAIN
	ROLLING	SITTING	CRAWLING	WALKING	RUNNING	THROWING	JUMPING	SKIPPING	DANCING						
B		X	X				X	X	X	45	21	28	39	18	85.71
C	X	X	X	X		X				45	18	26	35	17	94.44
D		X	X	X	X	X			X	45	18	29	37	19	105.56
G			X	X				X	X	45	23	27	38	15	65.22
H				X						45	28	29	36	8	28.57
I	X		X				X	X	X	45	21	28	34	13	61.90
J					X					45	23	24	34	11	47.83
K		X	X				X		X	45	22	26	35	13	59.09
M									X	45	28	29	40	12	42.86
N										45	25	25	34	9	36.00
AVERAGES										45	22.70	27.10	36.20	13.50	59.00

TABLE XXVII
(OBJECTIVE II A-3)

ACHIEVEMENT IN
GROSS-MOTOR SKILLS
SLD RESOURCE ROOM, HARRISON

STUDENT	POSSIBLE SCORE	PRE-TEST	POST-TEST	GAIN
B	45	21	39	18
C	45	18	35	17
D	45	18	37	19
G	45	23	38	15
H	45	28	36	8
I	45	21	34	13
J	45	23	34	11
K	45	22	35	13
M	45	28	40	12
N	45	25	34	9
AVERAGES	45	22.70	36.20	13.50 (59%)

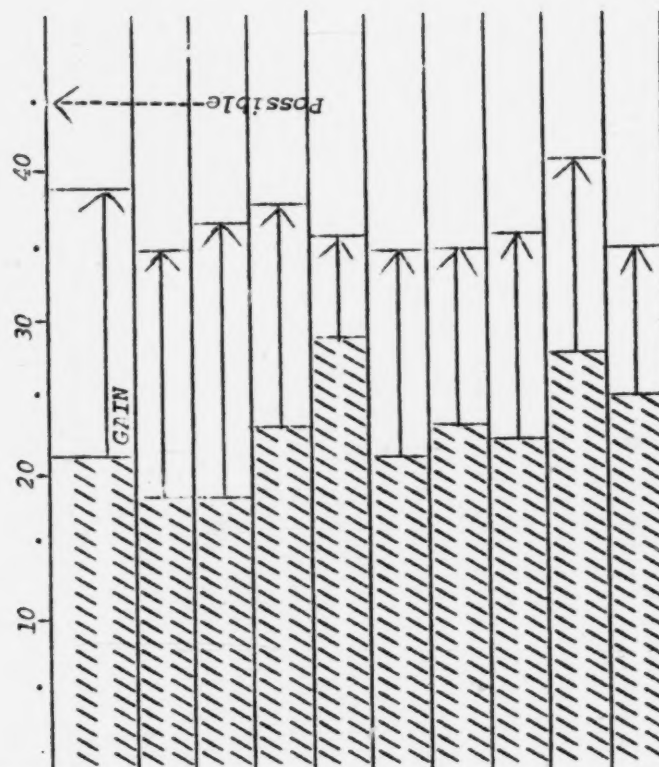


TABLE XXVIII
(OBJECTIVE II A-3)

ACHIEVEMENT IN
SENSORY MOTOR SKILLS
SLD RESOURCE ROOM, HARRISON

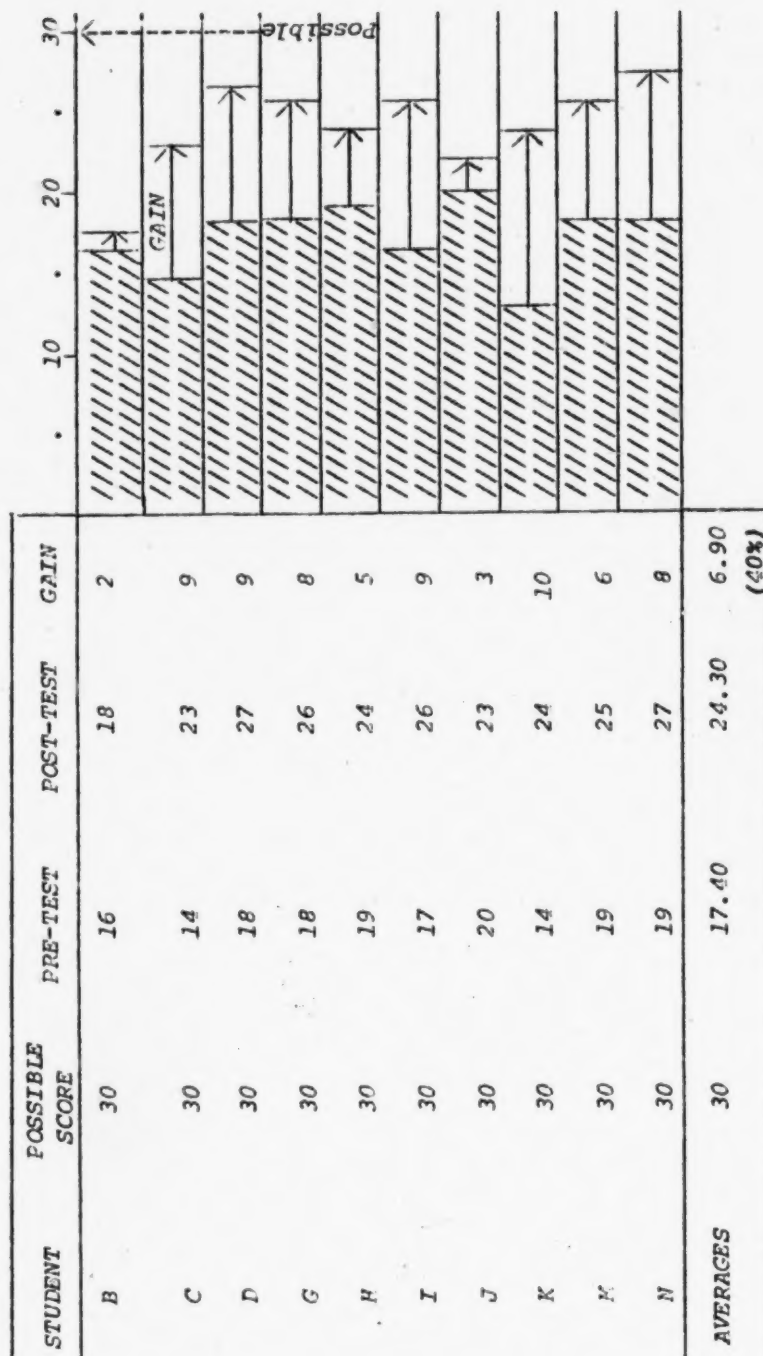


TABLE XXIX
(OBJECTIVE II A-1,3)

ACHIEVEMENT IN
PERCEPTUAL-MOTOR SKILLS (AUDITORY)
SLD RESOURCE ROOM, HARRISON

STUDENT	SKILLS IN WHICH GAIN WAS MADE				POSSIBLE SCORE	PRE-TEST SCORE FALL, 1970	SCORE SPRING, 1971	POST-TEST SCORE SPRING, 1972	GAIN	PERCENTAGE GAIN
	DECODING	VOCAL ASSOCIATION	MEMORY	SEQUENCE						
B	X			X	20	14	14	18	4	28.59
C	X	X			20	14	14	16	2	14.29
D	X	X		X	20	13	14	15	2	15.38
G	X				20	14	14	16	2	14.29
H		X			20	14	14	15	1	7.14
I		X	X	X	20	10	12	18	8	80.00
J		X			20	13	15	15	2	15.38
K	X	X	X	X	20	11	12	18	7	63.64
M				X	20	14	15	16	2	14.29
N	X	X			20	14	14	18	4	28.57
AVERAGES					20	13.10	13.80	16.50	3.40	26.00

TABLE XXX
(OBJECTIVE II A-1)

ACHIEVEMENT IN TIME CONCEPTS
SLD RESOURCE ROOM, HARRISON

STUDENT	POSSIBLE SCORE	PRE-TEST SCORE	SCORE	POST-TEST SCORE	PERFECT SCORES ACHIEVED
		FALL, 1970	SPRING, 1971	SPRING, 1972	
B	24	17	24	24	X
C	24	23	24	24	X
D	24	17	22	22	
G	24	7	21	24	X
H	24	16	23	24	X
I	24	23	23	24	X
J	24	16	24	24	X
K	24	23	24	24	X
M	24	24	24	24	X
N	24	23	24	24	X
AVERAGES	24	19.43	24	24	

GOAL II B. To assist in adapting and developing instructional materials and techniques involving music, art, and basic studies for use in classrooms for the educable mentally retarded in all participating schools.

BEHAVIORAL OBJECTIVES

Cognitive Domain

Objective II B-1. Students will show an increase in knowledge and comprehension in basic studies, especially in communications skills, as measured by standardized achievement tests and teacher-made tests.

Affective Domain

Objective II B-2. Students will display positive response and value for the school environment as demonstrated through school attendance, self-direction and social adjustment, measured by teacher-made opinion surveys, rating scales, anecdotal records and attendance records.

II B-2

Two EMR classrooms of Harrison participated in this effort (one each from elementary and secondary levels). The teachers received workshop instruction for the purpose of planning instructional programs in art and music for this special group of students. Supervisors scheduled follow-up classroom visitation for the purpose of assisting teachers with their instructional programs. Specific activities were recommended and instructional materials were furnished.

No attempt was made to follow the evaluation scheme planned for this group, as there was little chance of providing evidence of a relationship between achievement in the basic studies and the program for an enriched curriculum. There was no control group available for comparison.

An instructional program was carried out, however, and it was evident from observation that the participants, both students and teachers, benefitted in the areas of cognitive, affective, and psychomotor development. Also, several instructional units in music and art were prepared for these students.

3. INSERVICE TRAINING

GOAL III A. To provide inservice training on released time for elementary classroom teachers whose students are assigned to the learning disabilities resource room.

BEHAVIORAL OBJECTIVES

Cognitive Domain

Objective III A-1. Classroom teachers will be able to display knowledge and comprehension of the basic educational problems of children with learning disabilities, and will be able to apply this knowledge and comprehension to students' special needs in the classroom environment. Their achievement will be measured by tests constructed by specialist consultants.

Affective Domain

Objective III A-2. Classroom teachers receiving training under this program will respond positively to the program of instruction as measured by their responses on rating scales and by their follow-through activities, as observed by specialist consultants.

IIIA-1,2

It was determined at the beginning of the program that classroom teachers whose students would be scheduled to spend a part of each day in the SLD resource room would need inservice training through which they could gain insight into identification and instruction of children with specific learning disabilities. One-day workshops were carried out for this purpose. As a follow-up to this instruction, the SLD resource room teachers held informal conferences with these teachers concerning their students' progress in both the resource room and the regular classroom. Through this effort, the classroom teachers functioned as a part of the effort to give individualized help to these handicapped students. Resource room teachers have reported that this system of open communications has been beneficial in bringing about the success of the program. These teachers displayed a knowledge of the problems and were able, therefore, to assist with the over-all program.

The results of a survey scale on teacher attitudes concerning the workshops showed that the average rating given the workshops by all teachers attending was 4.3 out of a possible 5.

Cognitive test results of a 5-day workshop are as follows: pre-test average, 8.62 or 53.8 percent; post-test average, 14.94 or 93.4 percent.

GOAL III B. To provide inservice training on released time for elementary classroom teachers (grades 1-6) where instructional programs in music and art are to be initiated.

BEHAVIORAL OBJECTIVES

Cognitive Domain

Objective III B-1. Teachers will be able to display knowledge and comprehension of basic concepts in art and music as measured by tests constructed by specialist consultants.

Objective III B-2. Teachers will be able to display knowledge, comprehension, and application of instructional techniques as demonstrated by their ability and success in follow-through activities in the classroom. These follow-through activities will be measured by rating scales constructed by specialist consultants.

III B-1,2

Teachers who participated in this phase of the program included all elementary classroom teachers of Madison County, nine teachers of educationally disadvantaged students in Harrison, and three EMR specialists of Harrison. All inservice training was followed up by classroom visitation by the art and music supervisors. These visits were for the purpose of consultation and demonstration as part of the effort required to assist teachers to initiate and sustain programs of music and art instruction in their classrooms.

The supervisors also assisted teachers in planning special music programs and art displays for the school and community. These were used as motivational tools for both students and teachers.

Evaluative results of cognitive achievement in these workshops showed an average score of 4.37 out of 10 possible on pre-test and 8.87 on the same test as a post-test, for a gain of 102 percent.

Affective Domain

Objective III B-3. Classroom teachers receiving training under this program will respond positively to the program of instruction as measured by their follow-through activities, as observed by specialist consultants.

Attitude survey forms were filled out by each participating teacher following each workshop. The average rating given by all participants on all items for all workshops was 4.31 on a 1-5 scale, with 5 as the highest possible score.

GOAL II C. To provide inservice training on released time for specialist teachers of children with learning disabilities.

BEHAVIORAL OBJECTIVE

Cognitive Domain

Objective III C-1. Teachers will be able to display comprehension of and demonstrate application of the use of specially developed instructional materials, as demonstrated by their follow-through activities in the resource rooms. Follow-through activities will be rated by a scale constructed by the specialist consultants.

III C-1

The two specialist teachers were allowed released time to meet at the Center with other members of the project staff. These sessions were informal, and they focused on finding solutions to specific problems in carrying out the program of resource room instruction. All sessions produced positive results. The line of communications was always open among the administrative staff, specialist teachers, and the team of consultants.

No formal evaluative activity was carried out for this phase of inservice training, as it was always apparent from immediate feed-back that these activities were producing the desired results.

GOAL III D. To disseminate all instructional materials and techniques developed by this project which prove successful. (Long range)

BEHAVIORAL OBJECTIVE

Cognitive Domain

Objective III D-1. Specialist teachers and classroom teachers will be able to display knowledge, comprehension, and demonstrate application of newly-adapted instructional materials and/or techniques, as demonstrated by their success in carrying out follow-through activities in the classroom. Knowledge and comprehension will be measured by tests constructed by specialist-consultants, and the application will be measured by rating scales and by compilation of quantitative data.

III D-1

During the second year of operation five workshops were conducted on the subject of Specific Learning Disabilities. These workshops focused primarily on familiarizing teachers, school administrators, specialists, and parents with the educational aspects of the SLD problem. The total attendance of these workshops was 538.

TABLE XXXI
(OBJECTIVE II B-1)

DISSEMINATION WORKSHOPS FY 1972

DATE	LOCATION	NO. OF PARTICIPANTS	NO. OF SCHOOLS	DURATION
January 26, 27, 1972	Little Rock	147	93	2 days
February 10, 24, 1972	Fayetteville, U of A	28	4	2 days
May, 1972	Harrison	3	1	1 day
October 18, 1971	Hot Springs	150	100	3, 1 hr. sessions
December 3, 1971	Memphis	210	150	1 day

Table III shows a list of dissemination workshops conducted by the project staff during FY 1972.

Cognitive and affective evaluation and feedback on the Dissemination Workshop in Little Rock, January 26-27, 1972, shows the effectiveness of the techniques of presentation used by this staff. Following are the results of that workshop:

An evaluation of this workshop was made by the HERDC staff in two areas: affective and cognitive. The affective evaluation consisted of a check list rating sheet which was distributed to participants attending the last session, plus comments made by these people concerning their personal observations of this workshop.

The cognitive evaluation was made by a comparison of results of a pre- and post-test.

A description of evaluation procedures plus the results follows:

AFFECTIVE EVALUATION

Check-list Rating Sheets

At the end of the final session of this workshop, participants were asked to rate its effectiveness by marking an evaluation form provided by HERDC. Five items were included on this form, and ratings were made from five choices on each item. Numerical ratings were assigned to each item with 5 as highest and 1 as lowest. Participants were not required to sign these evaluation forms. Fifty-two participants responded.

Ratings are as follows:

<u>ITEM</u>	<u>AVERAGE RATING</u>	<u>POSSIBLE RATING</u>
Quality of instruction	4.37	5.00
Amount of insight received into the types of problems children have in learning	4.42	5.00
Understanding gained of own students' problems	4.42	5.00
Usefulness of teaching techniques learned	4.33	5.00
Gain of confidence in ability to find ways to help own students	4.16	5.00
Average of all ratings	4.28	5.00

Participants were also asked to make comments concerning what they liked best and what they like least about the workshop. All comments have been copied verbatim and are included in Appendix C.

COGNITIVE EVALUATION

A pre-test was given to all attending the first workshop session; however, only 18 of those were present when the post-test was given.

Thirty-two items were included on this test with a possible score of 16. The average pre-test score was 10.5, and the average post-test score was 13.5. The average gain was 29 percent.

Only the papers of those taking both tests were included in these figures.

In May the State Title III Dissemination Office conducted a survey among those attending the January 26-27 workshop on Learning Disabilities. Of those responding fourteen were using techniques learned in the workshop; four said they were not. Twelve others said they plan to use some of the methods or techniques in the fall. In addition, there were thirty requests for additional workshops of more in-depth types of information regarding the instruction of children with specific learning disabilities.

Some of the types of workshops requested include the following:

Workshops for Regular Classroom Teachers

Workshops for Superintendents

Workshops for Parents

Demonstrations Using Video Tape

Small Group Workshops (to provide opportunity for individual participation)

Workshops on Approaches for Older SLD Students

All responses to questions on the survey form are included in another section of this report.

Additional requests for information during the 1971-72 year include 19 inquiries from 16 different states. One principal from southern Arkansas brought two classroom teachers to Harrison for a one-day conference in May.

One request for a January, 1973, workshop at Harrison has been made by a professor at Upper Iowa University, Fayette, Iowa. This workshop would be part of an interim period course study.

Following is a summary of a survey conducted by the Dissemination Office of the Arkansas Department of Education.

Those attending the Workshop on Learning Disabilities at Little Rock on January 26-27 found the material presented there useful. Fourteen said they were actually using techniques learned in the workshop, four said they were not. Another 12 said they planned to use the ideas next fall. Some of the districts which are now using the Harrison Center techniques are:

1. Arkadelphia, where 74 children with reading difficulties are now using the visual and auditory perceptive materials.

2. North Little Rock, where five children are using needlework to strengthen motor coordination. New uses for materials already on hand were found to reorganize its curriculum.
3. Jonesboro, where a resource room was established.
4. Little Rock used the material for parents at a mothers' club meeting.
5. Paragould is using materials to reorganize curriculum for SLD children.
6. Fort Smith has reached 276 teachers with bulletins which are used to inform them about workshop methods.

Arkadelphia is planning to set up an SLD resource room in the fall, and Searcy is working toward that goal. Several other districts have similar plans if funds are available.

A dissemination project is being planned by the Harrison Center and the requests for further help made in this report will be channeled there.

B. General Results

1. MAJOR CHANGES BROUGHT ABOUT

On the basis of student success and teacher-parent acceptance of this project, the SLD resource room will be continued under local support in the Harrison schools. In addition, a second resource room has been added within the school system.

Due to lack of funds, the Huntsville resource room will be discontinued; however, acceptance of this program by the Huntsville teachers and administrators has been demonstrated by the fact that the resource room teacher was asked to conduct a series of workshops for the Huntsville teachers, helping them to develop

a plan for individualized SLD instruction that can be carried on by the classroom teachers. Regardless of whether or not this plan will be carried through to successful completion, the acceptance of this program has been clearly demonstrated through this effort.

2. EVALUATION AND FEEDBACK

Early in the project period, it became evident that major emphasis must be devoted to familiarizing school personnel and parents with the problems of specific learning disabilities, and that rather than devote effort solely to the development of innovative instructional materials, the greatest need was for the development of pre-screening tools and other instruments needed for identifying and placing the SLD child for instruction. There was overwhelming evidence from the outset of the project that there was little awareness or understanding of specific learning disabilities as a definable problem, separate from other learning handicaps. Teachers insisted on thinking of all under-achievers as being in one or more of the following categories.

- (1) low mentality (EMR)
- (2) poor background
 - (a) socially deprived
 - (b) economically deprived
 - (c) under-nourished
- (3) emotionally disturbed, or maladjusted, due to environmental factors

- (4) lack of interest
- (5) poor physical health
- (6) acuity problems of sight or hearing
- (7) discipline problems

Many misconceptions as to the nature of the SLD problem were found to stem from the attempt to adjust prior knowledge of other problem areas to explain this relatively new area of specific learning disabilities. It was found that these preconceived notions are hard to dislodge; and that in order to do so effectively, one must be able to cite many detailed case histories which parallel, in some way, the teacher's prior knowledge of other similar students. This technique has been successfully demonstrated by the project staff in all of its dissemination activities.

This project has assisted the Harrison schools in development of a method of instructing SLD students through the use of teacher aides. This practice is likely to continue in some modified form throughout the coming years. Perhaps the greatest benefit derived from this phase of the project is that the classroom teachers have become involved with identification and instruction of children with learning disabilities. Most teachers who have had the training and experience afforded through this project no longer think of the SLD child as merely a discipline problem. As a result of individualized help these students are adjusting to the school environment and are pleased with their own ability to succeed. This method of SLD instruction is worthy of emulation, and it will be described to personnel of other schools during the dissemination period scheduled for the coming year.

Community acceptance of the project has been enthusiastic. Project staff members have been invited to speak at many public gatherings, and the immediate feed-back from these appearances has always been enthusiastic and highly positive. It seems likely that the Harrison community will continue to expect to have special instruction for SLD students in their public schools. This attitude could never have been developed without the Title III effort.

The fine arts component which operated primarily in Madison County has been equally successful in that the students, teachers, administrators, and parents became involved in promotional activities which culminated in public displays of student skills in art and music. These activities were so successful that there is strong incentive now for the continuation of the instructional program of art and music in the public schools of Madison County. Due to its larger enrollment, Watson Elementary School in Huntsville was most successful in its promotional activities involving public viewing. All administrators of all participating schools displayed the highest degree of cooperation and support for the project, which proved a major factor in the program's success in Madison County.

3. INFLUENCE ON OTHER ACTIVITIES

The presence of fine arts oriented personnel on the staff has indirectly influenced the development of many community sponsored activities connected with the arts. Following is a list of activities which were developed during a previous Title III project, and have continued to benefit by the presence of Title III personnel in the community.

1. The North Central Arkansas Concert Association has developed from a \$900 a year project to an annual budget of \$16,000, bringing nationally-known concert groups to Harrison for performances. These performances have always been fully supported by the local community with some assistance from the Arkansas Arts Council and the National Endowment for the Arts.

2. The Harrison Art League has developed from a faltering social club made up of art enthusiasts to an organization actively participating in its own educational program in which many prominent artists and art educators throughout the region participate.

3. Dance classes continue to grow in numbers and the talent grows in quality from year to year. Public support for this educational service is at an all-time high.

4. The media center library serves both the school and the community. This library, developed through a previous Title III project is currently maintained by the Harrison School District, and a plan is being developed for sharing this facility region-wide. It is currently being used by the local schools, Head Start programs, Day Care Centers and by schools in the outlying region whose teachers were formerly Title III staff members.

5. There is presently much community interest in building a community center and auditorium. This interest has increased in proportion to the build-up of activities promoted by Title III personnel.

6. There is a growing interest among teachers in the idea of individualizing instruction. This is, in part, a result of the type of inservice training they have received through this project.

7. Perhaps the greatest benefit derived from this and previous Title III projects is the community's growing awareness of itself as a cultural and educational center for the region. Increased community pride as a result of this awareness has become strongly evident. Attainment of this level of community attitude toward education has been a prime objective of Title III throughout two projects.

4. EFFECTIVENESS OF THE USE OF TEACHER AIDES FOR

SLD INSTRUCTION

(RE: Projected Activities, Continuation Proposal, FY 1972)

Five teacher aides and the teachers whom they were to serve attended a five day workshop in specific learning disabilities. As a part of her duties in school, each aide was assigned certain children who had been identified as children with learning disabilities, and appropriate materials were furnished by HERDC. Each aide was to provide either small group or individualized instruction to the SLD students during a part of each day. It should be noted that these aides were unusually competent in that all had college training and some had college degrees.

While this plan proved workable, there were certain limitations due to extremely overcrowded conditions in these schools. Also this plan would have been more efficient if the HERDC staff had had the time for closer supervision and more parent conferences.

Many of the SLD students served through this approach made progress, and evaluative results indicate that this plan is workable. The following conclusions have been made.

1. This is an economically feasible approach to teaching children with specific learning disabilities.
2. This approach would be particularly useful for helping students with less severe learning disabilities.
3. Normally, the results from this plan would not be as effective as a resource room, but more students could be served at less cost.
4. As the area of specific learning disabilities is so specialized, a supervisor is needed to work closely with the aides in order to provide assistance in setting up instructional programs and to confer with parents.
5. This plan was of value to these schools. As a result of this plan, the faculty became better informed as to the identification and instruction of SLD students. Many of the SLD students improved in their disability areas and improved in their attitudes. Other students with extremely severe disabilities were referred for placement in a resource room.

5. LIBRARY CIRCULATION

Although no objectives concerning use of the Center Library were included in the plan, the instructional materials and equipment played a vital role. Table XXXII indicates the extent of the library circulation to teachers during FY 1972. Estimating 30 students per classroom, the total check-outs, 8,648 X 30 = an approximate circulation of 259,440 for the year. It should be noted, however, that many of the items checked out were sets which included several separate items of instructional materials. Each set was recorded as one item.

Also, many of the check-outs recorded represent check-outs to school librarians. In many cases, these items were circulated to several classrooms before being returned to the Center Library. No record was kept of this additional circulation. These circumstances, however, make the final figure of 259,440 a conservative estimate.

An evaluation summary is included with the End of Project Report, Part II, Section II-D, page 49.

TABLE XXXII

LIBRARY CIRCULATION
FISCAL YEAR 1972

ITEMS	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MARCH	APRIL	MAY	JUNE	TOTAL
Lit.		32	78	161	94	88	113	78	60	44	6	15	769
S. S.		2	2	2	4	14	9	43	2	7	2	2	89
Music	4	2	14	8	17	9	63	24	28	20	4	6	199
SLD		68	17	10	10	10	7	25	8	7	10	3	175
Lit.			26	11	17	19	12	8	10	4	8	6	121
Mag.		2	10	3	6	15	3	25	3	3	6	-	111
Lit.		1	18	34	11	19	19	33	37	13	4	-	189
S. S.		14	14	16	25	20	24	19	26	9	6	2	175
Music			12	15	6	8	14	2	18	7	10	0	92
Lit.		4	20	12	4	3	6	4	16	5	0	3	79
Lit.	1	1	20	13	22	16	25	32	10	14	4	-	158
S. S.	2	19	15	65	75	73	71	89	78	60	19	3	569
Music		6	12	15	8	9	16	12	12	11	10	1	112
Lit.		21	43	49	14	13	26	18	19	13	2	9	227
REPRODUCTIONS, VISUALS, ETC.		46	166	324	159	127	168	243	165	125	136	12	1,671
SLIDES			188	366	243	442	330	466	385	59	20	-	2,499
SUPER 8		9	31	50	48	35	28	58	33	16	6	-	314
LOOPS			31	29	24	22	14	16	10	19	9	-	182
PHONOGRAPH RECORDS		49	97	208	65	161	59	99	58	39	30	52	917
TOTALS	7	276	814	1,396	852	1,103	1,039	1,294	986	475	292	114	8,648

Total number of check-outs to teachers: 8,648

Students per teacher (estimated): 30

30 X 8,648 = 259,440

APPROXIMATE CIRCULATION: 259,440

HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER
SCHOOL ADMINISTRATION BUILDING
HARRISON, ARKANSAS

TEACHER _____ GRADE _____

SCHOOL _____ DATE _____

ART CONCEPTS AND TERMINOLOGY TAUGHT IN
ART CLASSROOM

Check only those items which are included in your instructional program:

Design Elements and Related Concepts

- ☐ Contrast
- ☐ Repetition
- ☐ Balance
- ☐ Movement
- ☐ Geometric Shapes
- ☐ Space
- ☐ Distance
- ☐ Variety

Characteristics and Concepts of Color

- ☐ Warm
- ☐ Cool
- ☐ Dark and Light
- ☐ Dominance
- ☐ Primary Colors
- ☐ Secondary Colors
- ☐ Mono-color

Tactile Concepts

- ☐ Texture
- ☐ Soft
- ☐ Hard
- ☐ Smooth

Art Media

- ☐ Easel Painting
- ☐ Tempera Painting
- ☐ 3-Dimensional
- ☐ 2-Dimensional

Other Concepts

- ☐ Creativity
- ☐ Innovation
- ☐ Improvisation
- ☐ Originality
- ☐ Imitation
- ☐ Copy
- ☐ Realism
- ☐ Abstraction

HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER
SCHOOL ADMINISTRATION BUILDING
HARRISON, ARKANSAS

SURVEY OF ARTISTS

Place a ✓ in front of each name of an artist.

Do not guess. Check only the ones whom you know to be artists.

- _____ 1. Van Gogh
- _____ 2. Armstrong
- _____ 3. Roberson
- _____ 4. Da Vinci
- _____ 5. Rembrandt
- _____ 6. Picasso
- _____ 7. Cornell
- _____ 8. Brueghel
- _____ 9. Kainer
- _____ 10. Vallett
- _____ 11. O'Leary
- _____ 12. Remington
- _____ 13. Bloom
- _____ 14. Dürer
- _____ 15. Jordan
- _____ 16. Gesell
- _____ 17. Degas
- _____ 18. Penoir
- _____ 19. Rodin
- _____ 20. Allen

EVALUATIVE COMMENTS BY
DISSEMINATION WORKSHOP PARTICIPANTS

1. As an elementary principal, I gained valuable help in area of communication with parents, teachers, and community as well as ways to help my SLD teacher.
2. I am a Resource Teacher, and I have gotten many useful ideas. The workshop has been an excellent reinforcer to me. Maybe I'm doing some things right!
3. I've been in a Resource Room 3 1/2 years--this has been one of the best workshops I've attended.
4. I was very pleased to see this information being disseminated to all school personnel. I feel that public relations is of utmost importance to the program in any area. You are exemplary and to be commended for your fine growth and success.
5. I feel that the workshop was very good due to the fact that the speakers have really been there.
6. Liked the demonstration of materials.
7. I hope to use several ideas.
8. Most informative, expect to use some of approaches with my EMR.
9. Very good. Outstanding.
10. I have enjoyed the workshop and feel I understand my child's problems much better. Wish he could be in an SLD classroom.
11. Many of the suggestions have been of help to me personally, but the situation in my school is not flexible and innovative enough to take up such a program. I hope we can push it some.
12. The materials were very helpful. Also, the ways of making our own materials.
13. Auditory perception should be covered a little more thoroughly since it plays such an important part in learning. The resource room teachers' comments were very helpful and thought provoking.
14. I enjoyed the materials you showed. Also, am thankful for the book you furnished. It made the workshop that much more valuable. "Thank You."
15. I feel the auditory perception was made clear (meaning). It is going to help me help three children. I plan to loan my manual to classroom teachers which may be helpful. I have been here two days. I hope more workshops will come here.

16. We are interested in beginning work in this area. Thanks so very much for making this opportunity available to us.
17. Enjoyed the spontaneous nature of the workshop and the obvious team spirit. Also use of materials at hand--creativity.
18. I realize that space was limited; however, I wish the audience could have participated more fully in more of the learning activities.
19. I enjoyed this, and I am glad to have had this insight.
20. I was only able to attend a short session but was very favorably impressed.
21. Very well presented, but I wish we could have broken down in small discussion groups for at least a couple of hours.
22. Will try and use different method--example: spelling, math, plus give self-image test.
23. Scores would have of course been much higher had I been here the full two days. This last 1/2 day was all I could get off.
24. This workshop afternoon has whetted my desire to attend more, and I firmly intend to make use of the helpful suggestions heard here. Congratulations on a well organized and deeply interesting program.
25. You seem so willing to help send information and to be of service in any way. The musical bell was really neat and also the addition and multiplication board. All gave me new ideas.
26. Well organized!
27. The afternoon sessions get a little long.
28. Excellent--just wish more people who work with this type of child could attend workshops of this nature.
29. The workshop has been very informative and interesting. The booklet is excellent and will be helpful in many ways.
30. Booklet is very good.
31. The book presents much useful information.
32. Good information in the book--well prepared. Very good visual aids.
33. This was a well organized and well presented workshop.

34. Am impressed with enthusiasm and sincerity of panel participants and attitudes toward their children. Only wish information could be more widely disseminated among all Arkansas teachers!
35. Here both days--and am much encouraged to continue pursuing the diagnosis and application of more appropriate methods of reaching many of our children.
36. I don't think session could have been improved on. Well done!
37. It could be better presented in an outline form.
38. Your enthusiasm, ideas, etc., were very enlightening. It is evident that you are doing a tremendous job. I wish there were more ways to get this type workshop to inform all teachers so that the SLD child can be found and helped.
39. Regular teachers need to be given opportunity to understand what the resource room is attempting. Parent groups need to be better informed.
40. A resource room would be a blessing in each school! Many techniques learned these past few days will be used in my remedial reading room. It is frustrating to know the time element involved (30 minutes) is not enough time to work with six children with such varied problem levels.
41. In working with remedial reading, I have seen that a number of my students had problems. Through this workshop, I have found what their problems could be.
42. This has been a good refresher course in this area. This is my first experience teaching a class of this type, and it's been 3 1/2 years since I've had the course work.
43. I was here both days. I am an aide, and wish that I had had something like this before I started. I'm not sure I realized the importance of trying different ways to get through, because of their block. I think I will be more aware in the future. Previously, I have not had any training as to just what a learning disability is, and I think that in general this was helpful. I really appreciated the demonstration of materials and the shared experiences of some of the materials used by the teachers.